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ABSTRACT

This volume is the report of the proceedings of a seminar on adult education held in Tehran, Iran. The twelve papers included discuss such topics as adult literacy programs in Iran, literacy in Turkey, adult literacy problems and programs of Pakistan, the purpose of literacy training, defining literacy, planning literacy training programs, motivation in literacy campaigns, using library services to strengthen the literacy drive, the process of communication and audiovisual education, publishing what people will read, and teacher training and personnel selection. (TS)

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IDENTIFYING PROBLEMS AFFECTING ADULT LITERACY TRAINING PROGRAMS IN THE CENTO REGION

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REPORT OF THE CENTO
LITERACY SEMINAR

TEHRAN, IRAN

NOVEMBER 16-21-1963

IDENTIFYING PROBLEMS
AFFECTING ADULT LITERACY TRAINING PROGRAMS
IN THE CENTO REGION

Report of the CENTO Seminar on Illiteracy
Held in the National Museum, Tehran
November 16-21, 1963

Edited by
Paul T. Luebke

Tehran, Iran
General Department of Adult Education
Ministry of Education
1964

FOREWORD

The human factor is the most important element in social and economic development. Lack of technique and know-how among the people of developing nations is the major obstacle affecting attempts to increase standards of living. The most efficient way to fight poverty and disease is to raise the general level of understanding and of development techniques among the people, but this cannot be achieved if the majority of the people are illiterate. The keynote for progress, therefore, is a nation-wide program for the elimination of illiteracy. Elimination of illiteracy through investment in the education of children is a long-term solution; supplemental resources allocated to the education of adults will help to achieve the desired aim in a shorter period of time.

Iran has long recognized this problem and has for many years conducted adult education programs. Although these efforts have been rather successful in the urban areas, Iran has recognized the need for additional emphasis in rural areas. The new Education Corps program, which for nearly two years has spread literacy and general education to the villages, among children as well as adults, has been most encouraging in its results, and may well serve as a model for other countries with similar problems. Of course, there have also been successful steps taken toward the elimination of illiteracy in Pakistan and Turkey, the other countries of the CENTO region, as described in their reports in this volume.

It is essential for the countries of the region to cooperate with one another and to inform each other of sucessful methods and techniques so that each will be strengthened in the continuing campaign against illiteracy. I am most grateful that the Central Treaty Organization has made it possible for the representatives from our countries and from the United Kingdom and the United States to get together for the task of "Identifying Problems Affecting Adult Literacy Training in the CENTO Region."

The present volume, which is a report of the proceedings of the seminar held in Tehran last November, has been published in the hope that those responsible for and interested in the problems of literacy training may share the benefits of the seminar.

Special thanks are due to the seminar participants and to all organizations and individuals who cooperated to organize and conduct the seminar and to prepare this useful report.

Tehran, Iran
May, 1964

Dr. Abdol Ali Jahanshahi
Minister of Education

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OPENING REMARKS AT THE FIRST SESSION OF THE SEMINAR

The first session of the CENTO Seminar on Adult Literacy, entitled "Identifying Problems Affecting Adult Literacy Training in the CENTO Region," opened at 10:00 A.M. on Saturday, November 16, 1963, at the National Museum in Tehran, Iran. Several hundred guests, including representatives from the Embassies of the participating countries and from various Iranian governmental and private agencies, heard inaugural remarks by His Excellency, the Minister of Education of Iran, and brief opening remarks by delegates from the member countries. Following these remarks, the guests viewed a display of posters and teaching materials pertaining to literacy training in the region.

I. Inaugural Remarks by His Excellency Dr. Parviz N. Khanlari, former Minister of Education, Iran:

In the name of His Imperial Majesty, the Shahinshah, I officially inaugurate this Seminar, which is being held under the auspices of the Central Treaty Organization. The proposal by the Central Treaty Organization to hold this Seminar was welcomed and accepted with eager enthusiasm by the Minister of Education and today we are happy to welcome the delegates to it.

It was during the reign of Reza Shah, the illustrious father of the present King, that the campaign to eradicate illiteracy in Iran first started. The campaign was carried out with great enthusiasm in many parts of the country. Unfortunately, due to the Second World War, it had to be suspended for a number of years. Under the leadership of His Imperial Majesty, the Shahinshah, the campaign has now begun again, and the adult education classes have been started all over the country. These efforts, however, were not enough and recently, as all of you know, it was again under the leadership of His Imperial Majesty that the Education Corps Program (Sepah Danesh) was begun. This program was one of the six basic reforms inaugurated by H.I.M. for the development of all aspects of the everyday life of the people of this country. As you know, 75 per cent of the population of this country lives in remote and isolated rural areas and it is in these villages that steps to combat illiteracy are needed most. However, this campaign alone is not enough; we must increase our efforts.

The delegates from Pakistan, Turkey, the United Kingdom, the United States, and Iran have gathered here today to consider the problems of illiteracy and to find solutions to them. The problems are more or less the same in all three regional countries represented at this gathering. Such an exchange of views as is made possible by this Seminar is very valuable, and we hope that they will prove worthwhile and fruitful for us all. I wish the delegates here present all success, and hope that the results of this Seminar will be of great benefit for the people of Iran, as well as for the other member countries of CENTO.

II. Remarks by Mr. A. Qutb, Representative of the Central Treaty Organization:

It is indeed a privilege to be called upon to offer my remarks on this occasion, immediately after the very illuminating address by His Excellency, the Minister of Education. We at CENTO are fully conscious and appreciative of the great interest that your Excellency has taken personally in the organization of this Seminar. Had you not done so, I fear that it would have been postponed once again. The officials of the Ministry of Education have also given this project their wholehearted cooperation, and for this the CENTO Secretariat is particularly grateful. I bring with me best wishes and greetings from the CENTO Secretary General, His Excellency, Dr. A.A. Khalatbari.

It is very encouraging for us to note the interest which individual governments have taken in this project. We are pleased to welcome observers from UNESCO, the British Council, and the U.S. Agency for International Development; their presence will no doubt be of immense help in the deliberations which we are now beginning.

The problem of adult literacy, which fortunately has now begun to receive its due share of attention in the three regional countries, is one of those fundamental problems which must be studied carefully and sagaciously before the various challenges it poses can be met effectively. We hope that at this Seminar experts from all the CENTO countries and from other friendly organizations will analyze the programs followed in the three regional countries, and crystallize the problems which beset these programs with a view to discovering their solution. The Seminar offers an opportunity for us to de-

H. E. Dr. P. Khanlari, Iranian Minister of Education, addressing the opening session of the Seminar. Seated, L. to R.: Mr. M. A. Naghibzadeh, Seminar Director (Iran), Mr. A. Qutb (CENTO), Dr. Paul T. Luebke (USA), Dr. Donald A. Burns (UK), Mr. Hasan Serinken (Turkey), and Mr. Esmael Valizadeh (Iran).

Seminar participants in a group discussion meeting.

fine clearly the purpose of adult literacy campaigns, to exchange views, and to pool ideas. And even if this and nothing more than this results from this present Seminar, we, at the CENTO, will be fully satisfied at having made so a good beginning...

...In conclusion, I should like to thank once more His Excellency the Minister of Education for inaugurating this Seminar, and for the kind wishes he has expressed for its success.

III. Remarks by the Iranian delegate, Mr. E. Valizadeh:

As the representative of the Ministry of Education of Iran, I would like to take the pleasure of extending our greetings to the member states of the Central Treaty Organization and of expressing our pleasure at the convening of a Seminar on such a vital and important subject. I would like particularly to draw your attention to the fact that we are assembled here to discuss a vast and serious problem, the solution of which is of great significance for our countries. It is indeed very shocking that today millions of people are deprived of the very rudiments of education. This anachronistic state of affairs must be remedied wherever it exists. Experts from all CENTO countries should cooperate and exchange views towards this aim. I personally wish the Seminar all success, and I look forward with confidence to seeing the results which will follow after implementation of the recommendations of the Seminar held as it is under the leadership of such experienced and qualified people.

IV. Remarks by the Turkish delegate, Mr. H. Serinken:

It is a great pleasure for me to represent the Turkish Government and the Minister of Education at this Seminar. It is also a great pleasure to bring the greetings of my colleagues. There is no doubt that the development of the cultural levels of our people will be of profound importance for economic and social development in our countries. This Seminar will give participants an opportunity to exchange views in the light of their experience and to find the best possible solutions to the problems of adult illiteracy. I would like to wish success to all those participating in this Seminar.

V. Remarks by the U.K. delegate, Dr. Donald Burns:

As I stand here I must confess at once that I feel a very special emotion at being invited to attend this gathering as the delegate of my country. I also want to assure you of the deep interest which we in Britain have in the problems which face you, and which we are going to discuss. It is, I believe, very encouraging and gratifying to find in this hall people of so many different countries assembled together to discuss problems of mutual interest. It is for this very human reason, to find a quicker way to the solution of these problems, that we are here today. It is a great pleasure to come to your city and country, and the great deal of preparatory work which has been done here for the Seminar augurs well for its success: it is indeed a compliment to us that so much is expected of us during our stay here. I look forward with pleasure to working with my fellow delegates and to meeting them more during the next few days.

VI. Remarks by the American delegate, Dr. Paul T. Luebke:

In the American experience we have found that an educated and informed population is absolutely indispensible for democracy: We also found that education is indispensible for social and economic development. We have been fortunate in the United States to have the means whereby the vast majority of our people are educated and made literate. Nevertheless, the United States is extremely interested in assisting where it can in those countries where people have not had the advantages that we have enjoyed in our own country. I, personally, and my Government, are pleased to participate in this Seminar and to assist in whatever way possible. I believe strongly that before we can solve a problem, we must know what the problem is; we must identify problems before we can begin working on their solution. Therefore, I am pleased that this Seminar has as its aim the identification of the problems pertaining to literary training which face us in this region. Perhaps identifying these problems will lead us to their solution in the near future.

(Note: Because of the absence of the official Pakistan Delegate no opening remarks were presented by Pakistan at this session.)

PURPOSE OF THE SEMINAR

M.A. Naghibzadeh*

There have been a great many conferences and seminars in the past devoted to the general subject of illiteracy. Delegates from all over the world have met and talked over their problems and discussed ways and means of eliminating illiteracy. National governments, international agencies, private foundations, government assistance groups, and hundreds of thousands of dedicated individuals have attacked the problem of illiteracy. There have been numerous specialized investigations, and research has been carried on in every phase of the problem of illiteracy. Most recently, UNESCO has considered the problem of illiteracy on a world-wide basis and a committee of experts has begun to formulate proposals for the total elimination of illiteracy from all the nations of the world. Statistics show that in some countries there is almost universal literacy and the situation seems to be improving in less developed countries.

If there is such a universal concern with the problem of illiteracy, if so many people are doing so much about the problem, if, in fact, the CENTO countries themselves have done so much toward elimination of illiteracy as the exhibits in this room indicate, then why should we have another seminar on this topic?

The three countries of the CENTO region doubtless have done a great deal to combat illiteracy and this activity has been going on for a number of years with considerable success. Yet, we see that we have not completed the task. In all three countries, we have many more illiterates than literates. Why is this the case? What are the problems which affect adult literacy training programs in the CENTO region?

To answer this question is the specific purpose of this seminar. We have come together here to discuss the problems which cause our efforts to bog down. We wish to point out what it is that keeps us from being one hundred per cent successful in our work. There are many problems--problems in the area of organization and administration, problems concerning research and statistics, problems which have to do with curriculum, teaching materials and the language of instruction, and there are problems of teacher training, supervision, and evaluation. It is our purpose to talk about these problems, and to formulate in specific terms a statement of the most important problems which must be considered and solved before we can be fully successful in our work in combating illiteracy. Finally, we shall also, on the basis of this statement of problems, formulate recommendations to the CENTO Secretariat for transmission to the governments concerned.

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*Mr. Naghibzadeh, Director of the Seminar, presented these remarks at the opening of the second session of the Seminar on November 16, 1963.

ADULT LITERACY PROGRAMS IN IRAN*

I. INTRODUCTION

A. FACTS ABOUT LITERACY IN IRAN

According to the statistics of the 1956 Census, only a little more than 18 per cent of the population of Iran above the age of ten were able to read and write. Surveys made by the Department of Educational Statistics of the Ministry of Education indicate that since 1956, with the rapid increase of elementary schools and the expansion of adult literacy programs, the illiteracy rate should have decreased to approximately 80 per cent. The same source states that 75 per cent of the population live in rural areas. Therefore, the maximum illiteracy rate is probably to be found in the rural areas.

B. BASIS FOR LITERACY PROGRAMS IN IRAN

Presently many social and economic changes are taking place in Iran. Agriculture is gradually becoming mechanized. New industries of various kinds are being introduced which require workers with new skills. Better means of communication make the villagers aware of the changes which are taking place not only in their own country but also in other countries. The peasant of yesterday has become the independent landowner of today as a result of the decree of Land Reform of His Imperial Majesty the Shahanshah. With rising expectations he feels an urgency to prepare himself to meet the requirements of a new life. He can no longer remain ignorant. He must know his rights as an individual and must know his duties as a citizen. He must be able to express his thoughts and his feelings. He must have the right instrument in his hand to communicate with others.

How long should his personality be injured by knowing that he is illiterate? How long can he stand the inequality of income and social position? How long can he be deprived of basic information needed to improve his life? Besides, as long as there is an illiterate adult population, the gulf between the different generations will remain, and there will be a source of misunderstanding and of tension among the different elements of the population. Experience shows also that pupils who live in an ignorant family have a tendency to remain ignorant in spite of all the efforts of the school.

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*Mr. E. Valizadeh, the Iranian delegate, summarized this paper at the second session of the Seminar

Realizing that the above circumstances exist in Iran, the government deems it urgent to plan coordinated programs for the education of children, youth and adults by enforcing the Act of Compulsory Education for children, by expanding Adult Literacy programs through various channels, and by its recently-inaugurated new approach to eradicate illiteracy as an emergency program for mass education of rural areas through the "Education Corps" (Sepah Danesh).

C. SIGNIFICANCE OF PRESENT ADULT LITERACY PROGRAMS

In most countries "adult literacy" implies that all members of literacy classes are adults; in Iran the term has a somewhat different meaning. One of the main concerns of Iran's government is to have all school-age children in school during the day. However, at present, and until such time as compulsory education and child labor acts are fully enforced, children must also be admitted in the evening schools, because many of them are working during the day in order to earn their own living or to help their families. That is why we see that at present 50 per cent of the members of adult literacy classes are children between the ages of 8 and 16. It is true that in some of the schools where class size is over 30, the children and the grown ups are placed into separate classes, but in places where the numbers are small, a boy of 8 years may sit beside his grandfather of 60 years.

Another significant consideration of this program is the economy it effects for the government. As long as the government is not able to provide facilities for educating all children in regular day classes, it is much cheaper and more practical to enroll as many adults and children in the evening classes as in the regular day classes, because in this way twice as many persons can be taught through the use of the same premises and equipment. Teachers for the evening classes are the same regular Ministry of Education teachers who receive only a small extra allowance per month for their extra work. This allowance ranges from 500 rials ($7.00) to 1,000 rials ($15.00). (These and other equivalents are computed on the basis of Rls.80 to $1.00). It is estimated that in these circumstances the government spends Rls.2800 ($35.00) per person per year as compared to about Rls.5000 to 6000 ($62.50 to $75.00) per child per year in regular government schools.

II. SUMMARY HISTORICAL SKETCH OF ADULT LITERACY PROGRAMS IN IRAN

A. LITERACY CAMPAIGNS BEFORE WORLD WAR II

Before the proclamation of a Constitutional Monarchy in Iran fifty eight years ago, there was little interest shown in education either by government or by people generally. Education was limited to the religious leaders and the wealthy classes.

With the establishment of the Pahlavi Dynasty in 1304 (1925), Reza Shah the Great expressed his ambition and love for Iran in many programs. With him education was a dominant concern. In 1927 he proclaimed the Act of Compulsory Education for children above six years of age. He established elementary and secondary schools, he sent the brilliant students abroad on scholarships, and he established the University of Tehran. However, since none of these programs brought literacy to the vast majority of the population, in 1315 (1936) he issued the first Literacy Campaign decree.

A department of Adult Education, whose major responsibility was adult literacy work, was set up immediately in the Ministry of Education and a special primer for adults was published and distributed without charge. The course of study covered two seven-month sessions. The schools were open four evenings per week, with two groups of adults scheduled each evening. One group studied from 5 to 7 PM and another from 7 to 9 PM. These two sessions were organized so that those who passed an examination received a certificate to show that they had the equivalent of our years' schooling.

In the first year of this literacy program, 700 literacy classes were opened throughout the country. During the next four years, 1315 through 1320 (1936-1940), the number of literacy classes increased rapidly. In Tehran alone there were about 16,800 adults attending the literacy classes; in the country as a whole the approximate enrollment was 150,000.

It should be stated, however, that the teachers received no special training for the new work in literacy training, and the primers prepared at the time were very difficult for the beginners.

With the advent of the Second World War the program came to a standstill.

B. LITERACY CAMPAIGNS FROM THE END OF WORLD WAR II TO 1341 (1962): THE PERIOD OF SOCIAL REFORMS BY H.I.M. MOHAMMAD REZA SHAH PAHLAVI

For some years after World War II the government was busy with problems brought about by the war. Beginning in 1332 (1953), however, the government of Iran planned various literacy programs for various groups of people in rural and urban areas. Some of these programs are still being continued. Some have been intergrated with others.

The following are the Adult Literacy Programs which have been carried on in Iran since the end of World War II:

1. The Fundamental Education Department, 1332-40 (1953-61)

In 1332 (1953) the Ministry of Education requested the Education Division of the United States Operations Mission to Iran (USOM/Iran) to assist in setting up a new educational program for the rural areas of Iran. The objective of the program was to provide a free type of educational program to make the rural people literate and to help them become better citizens through their own efforts.

a. Administrative Organization.

To carry out this new program with such broad objectives and covering such a variety of educational activities, the Ministry of Education set up the Department of Fundamental Education with a headquarters office in Tehran and branches in the Ostan Offices of Education. Responsibilities of the Department were as follows:

(1) Training village men and women teachers for the new program.
(2) Preparing learning materials for illiterate adults and new literates.
(3) Securing assistance from other government, non-government, and international organizations.
(4) Supervising the program throughout the country.

An evening adult literacy training class for men in Tehran

A rural adult literacy training class.

b. Budget

With regard to the budget and fiscal support, the program started with the general support of the Ministry and assistance of USOM/Iran. From the third year onward, USOM support decreased and the Ministry of Education gradually took full charge of the program. The Ministry was already paying salaries to the teachers and to the office staff. It did pay the rent for school building and the cost of maintenance of government buildings and grounds. The additional expenses involved the cost of conducting training courses, purchase of new equipment and materials, per diem and allowance of supervisors and teachers, and cost of publishing materials for reading.

c. The Program

A program based on the objective stated above which is at the same time practical for rural areas must include in its curriculum basic experiences leading to sound health as well as skills in agriculture and in home management. Features in the program of the Department of Fundamental Education which facilitated meet these requirements are described below.

Place of Work. The work began in villages which already had schools. The school was a place which the villagers already respected.

Selection of Workers. The work was given to teachers who were native villagers, or who had lived and worked in villages, and who, as a result, were more likely to be accepted and respected by Iranian villagers. These teachers were already receiving a Ministry salary and were happy to extend their hours for an additional few hundred rials each month. A woman teacher and a man teacher were assigned to work as a teamand were called Shahrestan leaders. ("Shahrestan" is a geographical section of a province). These teams were preferably selected from among married teacher couples. For each Ostan (province) one of the most respected and experienced Education staff members was selected as the Ostan Supervisor.

Teacher Training. As the program began to take shape the need for trained workers became more evident. But at that time the type of training required for national leaders was not available in Iran. In 1331 (1952) the

Ministry, under fellowship programs, arranged for two of its well experienced staff members to visit countries which were carrying on similar programs, such as Haiti, Canada, and Mexico. It was also arranged for two Iranian educators to visit India in a five-week program in the fall of 1332 (1953).

After they returned, these groups, with the assistance of technicians from the Ministries of Health and Agriculture arranged a training course in Tehran for Ostan Supervisors and Shahrestan leaders, and for village teachers at the Ostan level. Major subjects taught in these training courses were psychology of adults as learners, methods of teaching reading and writing, rural sociology and local leadership, child-care, home management, sewing and cooking for women, basic facts of health and agriculture, and some practical vocational training such as carpentry and metal work.

Because even this extent of training proved to be inadequate to meet the great needs, it was decided in the National Education Convention of 1338 (1959) to extend the training of students of the Agriculture Normal Schools and the Tribal Normal Schools to include education of this type as well as training for local leadership. In addition, inservice training of all personnel, from national leaders down to village leaders, was made a part of the supervision program.

Developing Reading Materials. During the eight years that the Department of Fundamental Education worked independently, its headquarters staff and advisers developed the materials shown in Table 1 on page 7 and distributed them without charge in all the rural areas where the program was being carried on.

Supplies and Equipment. A great variety of materials and equipment was required to make the new educational program suitable for the rural areas and to enable the village leaders to teach the villagers practical lessons of living. Therefore all of the Fundamental Education Centers were equipped with sewing machines, incubators, brooders, and modern beehives as well as basic tools for masonry, farming, carpentry, and metal work. Later some of the centers were equipped with film or slide projectors, loud speakers, and radios from Ostan Education funds. The CARE organization gave 70 sets of sewing machines, incubators and first-aid kits to the program. In 1959 five audio-visual mobil units (two jeep-stations and three trailers) were purchased for the program.

Table 1. MATERIALS PREPARED BY THE DEPARTMENT OF FUNDAMENTAL EDUCATION AFTER 1333 (1954)

Type of Material	Number of Copies
Primer: "We Learn to Read and Write"	30,000
Reader: "We Learn to Live Better"	150,000
Set of 400 Flash Cards to Accompany Reader	300
Set of 400 Flash Cards to Accompany Reader	300
Supplementary Readers: 5 separate titles	50,000*
Revised Supplementary Reader	150,000
Monthly Magazine: "Villages of Iran"	6,000**

*10,000 copies of each title **6,000 copies per month

In addition a number of publications both in English and Persian were prepared for publicity purposes.

Living Accommodations. The project allocated funds for building 250 village-type homes, Rls.40,000 ($56.00) for each home. These homes were built for the following purposes:

- To house the family of Shahrestan leaders
- To house the supervisors and other Ministry staff when they stayed in the villages for supervision
- To house the students of tribal and agricultural normal schools when they went to the village for their practice teaching
- To house health and agriculture agents when they went to the villages for their work
- Serve as a center where all the villagers could gatherfor educational, cultural, and civic purposes

*To serve as a demonstration home in the village to evaluate the program in the village.

This last item was very important because the money allocated for the construction of the homes did not even cover the cost of the land. The villagers themselves and the local office of education helped in such ways as providing land, giving materials, and contributing labor for setting up the center.

Transportation. To facilitate the work of the supervisors, the Ministry of Education furnished the funds and purchased jeeps for each Ostan Supervisor. Some Ostans bought bicycles and motorcycles for their Shahrestan leaders to drive to the surrounding villages to supervise the work of the teachers.

d. Evaluation

Up to 1340 (1961) the program was carried on in 200 pilot centers and 475 surrounding villages located in 123 Shahrestans throughout Iran. The staff consisted of a small headquarters staff, 14 Ostan Supervisors, 275 men and women Shahrestan leaders, and 773 men and women village teachers. Annually about 22,100 villagers were attending literacy classes in 827 schools. In all, 3600 supervisors, village leaders, and teachers were trained for the new rural program.

c. Merger with the Department of Adult Education

The Fundamental Education Program developed and expanded very rapidly during the first five years principally because (a) the workers were carefully selected, trained, and supervised, (b) the presence of a woman leader in the village was very effective, especially when she worked with her husband or borther, (c) villagers welcomed local and respected leaders who brought to the village new ideas for a better life, and (d) the program had adequate financial support. However, after the first five years the program did not continue to expand at the earlier rate and consequently in 1961 it was integrated into the Adult Literacy Program which was being carried on by the Ministry of Education under another organization called the Department of Adult Education (see below). The main reasons for this integration were the following:

(1) The Ministry of Education did not have enough teachers to spare them as full-time village leaders.

(2) The expansion of the program demanded more funds than were now available.

(3) Some of the regional Education Chiefs could not appreciate the value of the new program which included so many other activities which did not seem to them to be educational.

(4) Two organizations within one Ministry were carrying out generally similar programs.

2. The Adult Education Department 1335-40 (1956-61)

The conditions attending World War II had put an abrupt end to the growing literacy movement, but happily the people had been awakened. When the internal struggles caused by the war were over, His Imperial Majesty, Mohammad Reza Shah Pahlavi, issued the decree of the Literacy Campaign in 1335 (1956) declaring, "We cannot wait any longer for social reform or development to take place unless an effective measure is devised to eradicate illiteracy from our country."

a. Administrative Organization

Immediately after the Shah's decree the Department of Adult Education was set up within the Ministry of Education with the following objectives:

(1) To make all people from all classes literate and to set them free from the chains of ignorance in order that they may help themselves

(2) To provide facilities for those groups of people who desire to promote their education from the fourth grade on toward the twelfth grade

(3) To provide for classes in foreign languages and in arts and crafts.

In order to meet these objectives, the newly-formed Department of Adult Education was given the following duties and responsibilities:

(1) To publicize the advantages of becoming literate

(2) To prepare courses of study

آن زن مادر است

An adult literacy training class for women in Tehran.

A rural adult literacy training class.

(3) To prepare learning materials

(4) To supervise all kinds of literacy classes, under any organization, governmental or non-governmental

(5) To supervise all kinds of evening classes in elementary school subjects and all vocational and practical arts classes

(6) To secure assistance of other government and non-government organizations in carrying out literacy programs.

b. The Program

The program of the Adult Education Department is presented below with a consideration of Teacher Training, Publications, Publicity, Course of Study, Budget, Other Literacy Programs, and Statistics.

Teacher Training. Before dealing with the specific program of teacher training for adult education, it is well to consider the general teacher training program. A number of the Iranian elementary school teachers who began teaching before 1339 (1960) are graduates of normal schools, or they attended various short training courses since 1332 (1953). Others have teaching experience only, with no formal teacher training. In 1339 (1960) all new teachers were required to attend a one-year teacher training course before being employed to work for the Ministry of Education. The minimum standard of education for the elementary teacher in urban schools was 12 years plus one year of teacher training. For the rural areas boys and girls with nine grades of schooling and one year of special training were employed as teachers. With the inception of the Education Corps program in 1341 (1962) (see below), all other elementary teacher training programs were curtailed except the thirteenth year program for girls.

The Adult Education Department carried on special training programs for its teachers because, with the new adult literacy program, the Ministry deemed it urgent to give some special training to the teachers of this program. In 1335 (1956) a training course for 1,500 Ministry of Education teachers was conducted in Tehran. During this fifteen-day training course the trainees were instructed in methods of teaching adults and in adult psychology. After the termination of the course, the trainees return to their respective Shahrestans where they in turn conducted similar training courses to prospective teachers of adult literacy classes.

In 1338 (1959) another fifteen-day training course was established in Tehran, this time for 300 principals of evening schools, together with representatives of the Adult Education program from each Shahrestan. In addition to reading, writing, and arithmetic, the program covered additional areas such as health, home-management, ethics, and civics, in order to provide the illiterates with a broader background of general information related to their daily living.

Every year special courses in adult literacy training are being conducted for army officers, junior gendarmerie officers, police department members, nurses, and others. The training of these persons is carried out by members of the Adult Education Department or by technicians invited by the Department for the purpose. When trained, these persons are responsible for conducting courses in literacy and basic school subjects for military conscripts, gendarms, illiterate police, prisoners, convalascent patients in sanatoriums, laborers of all kinds in factories and workshops, and other groups.

Since 1961 two Ministry educationists have been sent to the University of Manchester in England to study Adult Education under a CENTO grant. One of them is now the Deputy Chief of Adult Education Department and the other is the Chief of the Department of Women's Educational Activities and the Girls' Teacher Training Program.

Publications. One of the most effective actions which the Department of Adult Education took was to prepare the first and the second readers for adults. A group of technicians who had had experience in simplified writing, some of whom had studied these techniques abroad, cooperated in the preparation of these readers. (The two readers are very well prepared. However, after some years of experience the books need to be revised. The books deal largely with city life and especially with the life of the people in Tehran.) To facilitate the teaching of reading further, various types of posters and flash-cards were prepared to accompany the books. In addition, a small pamphlet has been printed and distributed among the teachers of literacy classes in order to acquaint them with better methods of teaching adults.

Table 2 below presents a picture of materials printed and distributed free of charge by the Department of Adult Education.

Table 2. MATERIALS PREPARED BY THE DEPARTMENT OF ADULT EDUCATION

Type of Material	Number of Copies
First Reader: "Let Us All Become Literate"	2,100,000
Second Reader: "Let Us All Live Better"	757,[illegible]0
Guidebook for Teaching Adults	10,000
Posters to Accompany the First Reader	260,000
Set of 32 Flash Cards (illustrated)	156,000
Set of 32 Flash Cards (unillustrated)	156,000

Publicity. A part of the adult literacy program activity has been publicized through the media of newspapers, magazines, television, radio, public speeches, and parades.

In 1340 (1961) one week was announced as Literacy Week throughout the country and participation was widespread. His Imperial Majesty opened the first literacy class for adults and taught the first lesson himself. On the same day the members of the cabinet, members of the two houses of the parliament, various prominent men, religious leaders, press men, and many others were invited to open literacy classes and give the first lesson.

In addition to the above activities a number of different kinds of posters and other publications were developed to publicize the program. Table 3 on page 13 shows the number of copies prepared and distributed.

Table 3. PUBLICITY MATERIALS PREPARED AND DISTRIBUTED BY THE DEPARTMENT OF ADULT EDUCATION

Type of Material	Date	Number of Copies
Poster	1956	20,000
Posters (four separate types)	1959	80,000
Yearbook of Adult Education Activities	1960	20,000
Posters (two separate types)	1961	40,000
Yearbook of Adult Education Activities	1961	20,000

Course of Study. The present Adult Literacy course comprizes two seven-month sessions, involving two hours each evening five days per week. Those who satisfactorily pass an examination at the end of two years receive a certificate which certifies the completion of the equivalent of the fourth grade of elementary school. The principal subjects taught in the evening classes are reading, writing, and arithmetic. The teachers also conduct discussions on the subjects of health, civics, and ethics. In some of the evening schools grades five and six are also conducted for those who wish to continue their elementary education.

The course is free and books are distributed free of charge. Notebooks and pencils are also distributed without cost when received as contributions from individuals, factories, or commercial agencies.

Budget. The amounts shown in Table 4 on page 14 represent the budget for adult literacy activities carried on directly by the Department of Adult Education from 1335 to 1341 (1956-62). This budget covers only the allowance of Ministry of Education teachers and supervisors, cost of preparing and printing reading materials for illiterates and newly-literates, and other small costs for maintenance of the evening classes.

Table 4. BUDGET FOR ADULT LITERACY ACTIVITIES OF THE DEPARTMENT OF ADULT EDUCATION, 1335-41 (1956-62)

Year	Budget in Rials	Dollar Equivalent*
1335 (1956)	Rls. 7,000,000	$ 87,500
1336 (1957)	33,200,000	415,000
1337 (1958)	41,200,000	512,000
1338 (1959)	59,000,000	737,000
1339 (1960)	60,000,000	750,000
1340 (1961)	65,000,000	812,500
1341 (1962)	64,000,000	812,000

*The exchange rate is calculated at 80 rials to the dollar.

In addition to the regular budget the Plan Organization of the Government of Iran has helped the Department of Adult Education every year since 1335 (1956), starting with 1,000,000 rials ($12,500) and gradually increasing to 10,000,000 rials $125,000) annually. The contribution has been mostly for the purpose of printing of the readers.

Supervision of Other Literacy Programs. Besides the evening schools conducted by the Ministry of Education, there are many other literacy classes supervised directly by the Department of Adult Education, such as the programs conducted by or for the Army, Gendarmerie, Police, Prisons, Factories, Royal Welfare Institution, Workshops, Sanatoriums, and the like. Each of these organizations has assigned one hour per day to its literacy program. The teachers are members of the organizations' own staffs who have been trained and are supervised by technicians of Adult Education Department. The literacy course is compulsory for illiterate in the army, gendarmes, police, and among other government employees. The Ministry of Education furnishes the readers, but all other costs of the classes are borne by the concerned department.

Statistics. The following table presents statistics concerning literacy classes for which statistics are available for the years 1334 through 1341 (1955-1962):

Table 5. NUMBER OF PERSONS ATTENDING VARIOUS LITERACY CLASSES, 1334-42 (1955-62)

Year	Number of Classes	Number in Attendance (in thousands)					
		Regular Classes		Army Conscripts	Gendarms	Police, Prisoners	Total
		Men.	Wom.				
1334-35 (55-56)	718	*	*	*	*	*	13
1335-36 (56-57)	6,858	172	60	0	8	17	257
1336-37 (57-58)	9,505	200	52	90	18	17	377
1337-38 (58-59)	12,058	245	57	90	11	17	420
1338-39 (59-60)	16,958	237	65	113	11	17	443
1339-40 (60-61)	15,450	216	55	113	11	4	399
1340-41 (61-62)	15,450	244	63	117	11	4	439
1341-42 (62-63)	16,367	294	60	110	9	2	475

* Separate statistics not available

3. Merged Fundamental/Adult Education Programs Since 1340 (1961)

In 1340 (1961) the Ministry of Education decided to integrate the two programs which had generally similar objective and activities. The Fundamental Education Program could not be expanded into all the villages which had schools because the

Ministry of Education did not have enough teachers to spare them as full-time village leaders, and because expansion of the program demanded more funds from the Ministry than were available. The policy under the integrated program is to carry on fundamental education activities in all the villages where they have had literacy classes in the past with the difference that the teachers are also expected to teach in the elementary schools during part of the day time. This new policy is required by expediencies of personnel and finances; nevertheless, the idea of carrying on the full Fundamental Education program in the villages remains the ideal program. With the new Education Corps program (see below), it is expected that the Fundamental Education program will again take root and will within a few years be expanded into all the villages of Iran.

a. Organization of the Adult Education Department after Merger of the Two Departments

With the merger, a new organization with five sections was set up under the name "General Department of Adult Education." The five sections of the Department were set up as follows:

(1) Adult Literacy Programs in Urban Areas

(2) Adult Literacy Programs (Fundamental Education) in Village Areas

(3) Office of Supervision for Literacy Classes Conducted by Other Organizations

(4) Evening Schools (Other than Literacy Classes)

(5) Administrative Office

b. The Program

The educational program of the General Department of Adult Education following the merger remained basically the same as what it had been under the two departments.

Since 1961 the Department has continued to prepare and distribute teaching materials. Table 6 on page 17 lists a number of pamphlets which have been published with the financial assistance of the UNESCO Mission in Iran.

Table 6. MATERIALS PREPARED BY THE DEPARTMENT OF ADULT EDUCATION SINCE 1340 (1961)

Title of Pamphlet	Number of Copies
"What Can We Do to Be Healthy?"	10,000
"We and Our Children"	10,000
"Proper Nutrition"	10,000
"Family Relationships"	10,000
"Our Homes"	10,000
"Knowledge and Life"	10,000

The Department is currently planning changes, to take effect in 1343-44 (1964-65), which will involve (a) changes in the duration of courses, (b) changes in teacher remuneration, (c) revision of the readers, (d) preparation of additional supplementary readers for all classes of newly-literate adults, and (e) changes in regulations for setting up and opening evening schools.

4. Gendarmerie Literacy Program 1333-34 (1954-55)

In 1333 (1954) the Iranian Imperial Gendarmerie sponsored a literacy program for the gendarmes with the assistance of the United States Operations Mission to Iran and the U.S. Gendarmerie Mission. In the period of two years, two primers, one a revision of the other, were prepared and published in addition to a set of posters. In this program 1,000 junior gendarmerie officers were trained as teachers and 15,000 gendarmes learned reading and writing. The program is being continued by the Gendarmerie and the Ministry of Education.

5. Literacy Programs Conducted by Other Organizations

Agricultural Extension Agents, Community Development Workers, the Ministry of Health, and others have extensive programs for the education of adults in the rural areas. Most of their publications are prepared for the village neo-literates. The Ministry of Labor also conducts programs in urban areas.

The agricultural women home extensionists, who live in the villages, and certain Community Development agents, although they are not responsible for literacy work in the villages, frequently conduct literacy classes in the villages where there are no schools.

Beside the above organizations some private factories and institutions are conducting literacy classes. Their efforts to assist the government in reducing the illiteracy rate is highly appreciated.

C. ADULT LITERACY PROGRAMS RESULTING FROM THE SHAH'S WHITE REVOLUTION

1. The Education Corps (Sepah Danesh)

a. Motivations

The poverty and hunger of the villagers and the under-developed conditions of life in the rural areas has been a continuing source of distress of His Imperial Majesty. It had always been his intention to institute reforms to save his people and his country from bloody revolution. Realizing that the conditions prevailing in the country could not continue, he began his reforms in 1329 (1950) by distributing his own lands. This was striking evidence of his sincerity and the nation began to realize where its interest stood. His Majesty's wishes were realized more fully when the Decree of Land Reform was approved by the Cabinet in 1340 (1961).

With the beginning of land reform the problem of educating the village people came to the fore. The Karachi Conference had estimated that by 1986 all villages in Iran with a population of more than one hundred would have their own primary schools providing six years of compulsory education; because of the increases in population the proposed plan was no longer adequate, especially since the farmer of today was no longer the peasant of yesterday. The above situation brought about the idea of an emergency educational program to be carried out by high school graduates who would teach in village schools during their military service.

In Mehr 1341 (September, 1962) His Majesty issued the decree authorizing the Education Corps. The Decree was approved in November and immediately came into force.

In Bahman 1341 (February, 1963) a national referendum approved the six acts introduced by His Majesty in the Congress of Villagers of which the "Education Corps" was one. The Education Corps was planned on the basis of the cooperation of numerous government agencies, including the Ministr of War, the Ministry of Education, the Ministry of Agriculture, the Ministry of Health, the Ministry of the Interior, and the Plan Organization. Of course, the Ministry of War and the Ministry of Education share the major responsibility in executing the program.

b. Administrative Organization

In the Ministry of Education the work is shared by four general departments: General Department of Planning and Studies, General Department of Teacher Training, General Department of Elementary Education, and General Department of Adult Education. Each of these departments is responsible for a specific phase of the program. The Department of Planning and Studies carried on research work, prepares the curriculum, and develops and administers the tests. The Department of Teacher Training is responsible for the educational aspects of the four months' training of the teachers. The Department of Elementary Education supervises the recruits during the fourteen months they serve as teachers in the rural elementary schools. The general Department of Adult Education furnishes adult literacy readers and kerosene lamps for evening classes where there is no electricity.

c. Fiscal Support

The program is the concern of all the government agencies; therefore each participating organization takes care of the expenses which pertain to its activities. The Ministry of War pays the teachers' salaries and the Plan Organization takes care of their costs.

d. Course of Service

The course of service for each teacher recruit is 18 months, consisting of four months' training and fourteen months' work in the village. These eighteen months will be counted as his military service. If after the termination of this period the teacher is willing to continue teaching in the village, he will be employed by the Ministry of Education following a second four-month period of training. The Ministry of Education will employ only those recruits who have proved to be good teachers and those who villagers wish to keep in their villages.

e. The Program of Teacher Training

The program of teacher training for the Education Corps is based on literacy training through a fundamental education program. In addition to basic military training, the four-month training program includes the professional subjects listed in the table below.

Table 7. NUMBER OF HOURS OF INSTRUCTION IN PROFESSIONAL SUBJECTS IN THE FOUR-MONTH TRAINING PROGRAM OF THE "EDUCATION CORPS"

Area of Instruction	Hours
1. Psychology and General Methods of Teaching; Methods of Teaching Reading and Writing; Rural Sociology; Ethics and Religion	168
2. Agriculture and Vocational Training	28
3. Rural Development and Rural Economics	28
4. Children's Games and Songs; Scouting	56
TOTAL	314

f. Materials

Reading Materials. With the Education Corps program came the idea of revising the first and second elementary primers for the rural areas. The new primers are written on subjects of interest to rural people with illustrations pertaining to rural life. Posters and flash cards have been prepared for use with the primers.

Other Materials. A monthly magazine contains the news of all kinds of activities conducted by the Education Corps teachers throughout the country. These magazines are sent to the villagers to encourage the teachers as they read of their own achievements.

g. Supervision

The Ministry of Education has assigned a group of teachers who have long experience in working in rural areas (some of these have been Fundamental Education leaders) to supervise the educational phase of the program. One supervisor is assigned to every ten teachers. They are paid an allowance to cover their per diem and overtime work.

h. Achievements

The first contingent of the Education Corps, 2460 young men, left Tehran in April, 1963. The second contingent of 500 completed training in October, 1963. In the short period of five months the first group was able to set up 2460 schools in mosques, on mats under trees, in the homes of influential local leaders, in new school buildings - in short, in whatever facilities were available. They have helped the villagers build schools, roads, sanitary toilets, bath houses, mosques, and clinics. They have been able to set up many village cooperatives.

Reports received in Tehran from 45 per cent of the villages up to October 1, 1963, state that in these villages a total of 85,000 children (20,000 girls and 65,000 boys), and a total of 50,000 adults have attended the schools and adult literacy classes.

So far the results derived from the Education Corps program have been brilliant. The Iranian nation has great pride and great hopes for this program and is confident that this innovation will help eradicate illiteracy from the country at a rapid pace. Obviously, much sacrifice by the people and by the government has been necessary, but in view of the benefits to be gained, Iranians do not hesitate to make this sacrifice.

2. The Department of Women's Educational Activities

In appreciation of His Majesty's generosity in endowing the women of Iran with the right to vote in (February, 1963), the women of Iran declared their willingness to volunteer to help eradicate illiteracy from among the women of the country. His Majesty accepted this offer and ordered the Minister of Education to provide all the facilities for the fulfillment of the women's request. Immediately thereafter the Women's Educational Activities Department was set up within the General Department of Elementary Education under the directorship of one of the well-known woman educationists. As there was no special fund or budget allotted for the purpose, she immediately called a meeting of her colleagues in the Ministry and selected her co-workers from among those who were ready to extend their hours of service on a voluntary basis. The small staff prepared its plan of work and set up the department with the objective of providing volunteer teachers for those girls or women who had had no prior opportunity to learn and of providing general information on health, homemaking, crafts and the like. Duties of the department include the following:

(1) To organize all the women and girls who are willing to work on a voluntary basis.

(2) To train the volunteers for teaching the first graders.

(3) To promote conferences, public speeches, and radio programs of interest to women.

(4) To prepare reading materials for newly-literate women on different subjects concerning the life of women.

(5) To promote study and research on a voluntary basis.

(6) To acquire the assistance of governmental and non-governmental organizations and associations for the expansion of the program.

In the short period of time since its organization the Department of Women's Educational Activities has been able to perform the following:

* Draft the detailed outline of the organization and its duties.

* Train 56 volunteers in a six-week training course as an experiment in volunteer work.

* Conduct a Seminar in which one representative from each Ostan and one representative from each Education Division of the City of Tehran took part. (The women who attended this seminar have been appointed to carry out similar programs throughout the country.)

* Study the production of materials for newly-literate girls and women.

* Prepare programs for the radio and other programs for women attending various classes other than in reading, writing and arithmetic.

III. CONCLUSION

This paper gives an account of the experiments and achievements of the Adult Literacy Programs in Iran up to the present time. In looking to the future it is necessary to consider more of the problems involved such as:

(1) The training of teachers

(2) The production of more reading materials

(3) The expansion of the budget

(4) Reorganization of the structure of the executive body or bodies

(5) Research, evaluation, and statistics

(6) The period of time needed for an effective literacy course.

LITERACY IN TURKEY

Hasan Serinken*

Current Status of Literacy in Turkey

According to the 1960 census in Turkey 13,625,082 out of a population of 22,542,012 over six years of age were illiterate. This means 60.4 per cent of the population over six years of age was illiterate. The remaining 39.6 per cent had some schooling or knew how to read and write. The people who had only learned the twenty-nine characters in the Turkish alphabet were included in this figure. For that reason it is very difficult to find the real literacy rate in Turkey.

When the 60.4 per cent illiteracy rate is broken down as to males and females, the picture of illiteracy is entirely different. The rate of illiteracy among the females is much higher than that of the males. More than 75 per cent of the females and 46 per cent of the males were illiterate in 1960. This high rate of illiteracy among the Turkish women increases the severeness of the problem of illiteracy in Turkey.

To show the recent trend of illiteracy, a comparative analysis of the 1955 and 1960 figures will be very helpful. The rate of illiteracy among the population over six years of age in 1955 was 58.6 per cent. That means the rate of illiteracy increased 1.8 per cent in the five-year period from 1955 to 1960. This increase was 2.6 per cent among the males and 1.2 per cent among the females. The trend may be reversed after 1960, but this increase of illiteracy in five years indicates that the Turkish education system had not kept pace with the increase of the population.

This explanation shows very clearly that illiteracy is one of the most important educational problems in Turkey now, and it has been for a long time. But the problem of illiteracy was not fully realized until after the beginning of the twentieth century.

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*Mr. Serinken presented this paper in summary form at the third session of the Seminar.

Especially since the establishment of the Turkish Republic in 1923, many attempts have been made to decrease the rate of illiteracy among the population. Even so, Turkey today has not reached the middle of the road in solving the problem of illiteracy. Most of the attempts failed because of the lack of adequate planning and follow-up programs. Before presenting additional problems, it may be helpful to review some of the early attempts to reduce illiteracy.

Early Attempts to Solve the Literacy Problem

The first Government of the Turkish Republic had paid special attention to the needs of the adult population, and wanted to increase the level of literacy among the people. The Minister of Education at that time sent a special message to the governors, urging them to organize adult classes whereever possible in their provinces to teach reading, writing, arithmetic, and other fundamental knowledge needed by the people. The rate of illiteracy among the Turkish people at that time was very high -- about 93 per cent.

The scripts in use at that time were very difficult to learn. In order to increase the level of literacy, Turkey had to find a way to overcome this difficulty. This led the Government to an alphabet reform. The new alphabet was designed to meet the phonetic needs of the Turkish Language and accepted in 1928.

After the acceptance of the new alphabet a nation-wide campaign against illiteracy was launched. At the beginning, not only the teachers but all civil servants and volunteers who had learned the new alphabet were employed as instructors. Later a new institution called "Peoples' School" (Millet Mektebi) was developed. However, in the real sense of the word, they were not schools, but merely classes for adults.

These classes were opened in the communities where there were primary schools and teachers. They were conducted in the late afternoons or evenings (usually afternoons from women and evenings for men). There were classes at the very primary level to teach reading, writing, and arithmetic and also classes for the improvement of the cultural level of the people.

These classes were compulsory for all the people up to forty-five years of age. When a class was organized, the people were compelled to attend -- they had no choice.

For a few years the campaign was very successful. Even the people with prior schooling attended these classes to learn the new alphabet. Every year about 250 to 300 thousand persons attended and completed these classes.

But after six or seven years the compulsory requirement was not longer enforced. The attendance dropped and the campaign lost its effectiveness. At that time there were very few primary schools. For that reason, these classes were not opened all over Turkey and this early campaign came to an end.

After this experience it was realized that with this limited number of schools and adult classes, Turkey was not in a position to wipe out illiteracy. To combat illiteracy, it would be necessary to open many more schools and to train more teachers.

It was assumed that if Turkey provided schools and compulsory education for all children, in a few generations there would be no illiteracy.

This thinking led the Turkish Government to open a substantial campaign for primary education. This campaign was quite successful in the early 1940's. Many schools were erected with the cooperative efforts of the people and the government. But as in previous attempts, this campaign was enforced for only six or seven years, and later almost abandoned. If this campaign had continued, today there would be no village without a school.

The 1950's were the most fruitless years of the Republic from the primary and adult education point of view. Although some attempts were made to establish a central organization for adult education, all of them were unsuccessful. In 1953, the programs and regulations regarding adult classes were revised, but no attention was paid to activate them.

Activities during the years 1959 and 1960 gave birth to an adult education organization immediately after the May 1960 revolution. The Department of Adult Education in the Ministry of Education was established as an "ad hec" department. In order to give permanency to this Department similar to that of primary education, Secondary Education, and others, a law proposal was prepared and submitted to the Prime Minister's Office in June 1962. It is still pending now. (1963).

Since the establishment of the Department of Adult Education, there has been a continuous effort to improve literacy training activities.

In 1960 a primary education law was passed which set aside 3 per cent of the National Income for school construction. A twelve-year plan was made to solve the problem of school construction. If Turkey carries out this plan, there will be no village without a school by 1972. (Today there are more than eleven thousand villages without schools.) Only about 73 per cent of the children from six to twelve years of age are attending primary schools. More than 1,000,000 children (about 27 per cent) are out of school. In order to solve the problem, Turkey needs about 15,000 more schools and 40,000 primary school teachers. Certainly solving of this problem of compulsory education will have a bearing on solution of the problem of illiteracy among adults. The adult literacy program will benefit greatly by the increase of the number of primary school teachers and school buildings.

Existing Adult Literacy Training Programs

There are three types of adult literacy programs now being conducted in Turkey: (1) adult classes, (2) literacy training for women in the Technical Traveling Courses, and (3) the Armed Forces Literacy Training Program. These will be discussed briefly below.

1. Adult Classes

These classes are the main institutions for adult literacy training in Turkey. They are conducted by teachers (mostly primary teachers) at schools or other available places in the community.. They are optional and nobody is obliged to attend them.

There are three sections of these classes: "A" classes for beginners where reading, writing, and arithmetic are taught at the elementary level; "B" classes which are for the people who finished "A" classes or who have attained the same level elsewhere (intermediate Turkish, mathematics, fundamental health, and citizenship are taught in these classes); and "C" classes conducted at an advanced level where the principal topics of the primary school program are taught.

The duration of these classes is about five months with at least five hours of instruction a week. They are usually conducted for five months, mostly in late autumn and winter when most the villagers are free and available.

Teachers are paid for their extra work and employed on a part-time basis (currently 100 TL., about $11, per month) from national sources.

In order to show the extent of the work, an analysis of the recent figures will be helpful.

At the beginning of the 1960-61 academic year, the total enrollment in the A, B,and C classes was 317,446 people. This represented the peak enrollments in the history of adult classes. It was fourteen times greater than that of the previous year. But attendance dropped all the way through and only 81,450 people completed the classes satisfactorily. Thus only 26 per cent of the people who enrolled actually completed the courses.

In 1961-62, the initial enrollment dropped to 160,091, nearly 50 per cent of the previous year's figure. Of this number, 66,295 -- about 40 per cent -- finished the work successfully. The drop in attendance and failure was 60 per cent.

In 1962-63 the total enrollment was 102,169, of which 60,977 completed the work. The rate of success was about 60 per cent.

Over the three-year period, 1960-61 to 1962-63, there was not only a decrease in dropouts from 75 to 40 per cent, but the rate of accomplishment went up from 26 to 60 per cent.

Each year the proportion of women enrolled in the classes was small: 26 per cent in 1960-61, 16 per cent in 1961-62, and 10 per cent in 1962-63.

2. Literacy Training for Women in the Technical Travelling Courses

One of the most successful adult education programs in Turkey is the technical travelling course program for village women. These were first established in 1938 and the number has gradually increased since then. Now there are 764 active travelling courses for village women. They teach sewing, embroidery, child care, and home-economics to village girls and women who are above 12 years of age. They work eight hours a day totaling forty-four hours per week. The duration of the course is eight months, and specially trained women teachers are in charge of classes. The courses are opened in the localities upon the request of the people. When a course is completed in a village, it is moved to another one.

This year (1963) the Ministry decided that one fourth of the working hours of these courses (11 hours per week) should be used for literacy training purposes so that illiteracy among the women would be reduced.

This summer (1963), 350 teachers of these courses were trained in methods of literacy teaching through short courses. By using the teaching material developed for the Armed Forces Literacy Training program, they began to teach reading, writing, and arithmetic to the village women attending the classes. This year about 7000 women will learn the three R's through this program.

3. The Armed Forces Literacy Training Program

With the inspiration of Dr. William L. Wrinkle, the chief of the Education Division of the U.S. Agency for International Development Mission to Turkey, a new type literacy training program was developed in Turkey. In his report submitted to the Ministry of Education in August, 1957, Dr. Wrinkle indicated that in order to attain economic and cultural development and to establish and improve the democratic way of life in Turkey, it was necessary to increase the rate of literacy among the people. The Armed Forces, to increase its efficiency, also needed more literate soldiers. Then the Ministry of Defense and the Ministry of Education cooperatively might develop a carefully planned literacy training program in the Armed Forces. This idea was developed through a special committee composed of the representatives of the Ministry of Defense, the Ministry of Education, the U.S. A.I.D. Mission, and the U.S. Military Mission. A project agreement was signed by these agencies in 1958. After careful planning, preparation of materials, and testing, on April 15, 1959, the Armed Forces Literacy Training program was launched in temporary buildings supplied by the U.S. Military Mission. It started with an enrollment of about 13,000 soldiers in 16 centers around the country. At the beginning, the duration of the program was planned to be two months. Every two months a new group of recruits came to the centers.

Over the next two years, the improvement of the program was continued. In 1961, the Turkish General Staff adopted permanent regulations for the administration of the Armed Forces Literacy Training schools. Also in 1961 the program of instruction was extended from its original two months to four months in August 1961.

Above, upper right, center right: Students in classes.

Lower right: Newly-literate recruits reading newspapers.

Below: Students reading for pleasure in their bunks.

After the completion of the construction of the permanent buildings at the sixteen sites, which had been erected as a part of the project, the program has taken this final and permanent shape.

This program is now carried out jointly by the Ministry of Defense, the Turkish General Staff and the Ministry of Education. The US AID Mission still continues to advise and assist in the program. Today there are forty-one 416 men-units with 656 classrooms in the sixteen schools. The capacity is about 17,000 each four-month period and 50 to 55,000 a year. Up to now, approximately 225,000 men have successfully completed this basic literacy training.

A follow-up program has been planned for the improvement of literacy during the stay of soldiers in the Armed Forces. Besides the text books, supplementary and cultural reading materials have been developed for this program.

Thus, the Armed Forces Literacy Training schools have become an integral part of the Turkish Adult Literacy activity.

4. Other Institutions

Besides the three programs described above there are some other institutions assisting in the development of adult literacy in Turkey. The two of them worth mentioning here are the Adult Education Centers and the Reading Rooms. These institutions are established and operated by the Department of Adult Education.

Adult Education Centers. The Adult Education Center is a kind of adult school with various programs for the cultural and social development of the people. Courses are offered to adults, and meetings, conferences, and other educational and social events take place in these centers.

The adult education center is usually opened in the national and provincial buildings which have rooms for administration, a large auditorium, classrooms, and other facilities. A trained and experienced teacher as director and other necessary personnel are appointed to plan and carry out the center activities in cooperation with local people. Today there are 107 such centers throughout the country.

Reading Rooms. These are small village libraries opened in the villages cooperatively by the Ministry of Education and the villagers themselves. The ministry supports these rooms by sending the ministry publications and assisting financially.

The activities of these rooms are carried out by a committee of volunteers including the village school teacher. There are more than five thousand of these reading rooms. The Department of Adult Education plans to develop these rooms as small adult education centers at the village level.

Important Problems and Weaknesses

Some of the most important problems and weaknesses related to literacy training activities in Turkey are:

1. Lack of definitive policies and plans to combat illiteracy on a country-wide basis
2. Lack of curriculum and instructional materials developed and designed to meet the need of the adult learner
3. Lack of follow-up programs and supplementary materials
4. Lack of interest and motivation in literacy training programs and a very high dropout rate
5. Lack of financial resources
6. Shortage of schools and trained teachers
7. Lack of a lawfully established permanent adult education organization from the top down to the grass-roots, and trained administrative staff
8. Language difficulties.

Future Plans

To improve and expand adult education practices on a nation-wide scale, Turkey plans:

1. To enact the adult education law to give permanency to the ad hoc Department of Adult Education, and to the local organizations.

2. To develop curriculum and instructional materials specifically designed for adult literacy training.

3. To develop supplementary and cultural materials on a large scale, and support prior instruction with follow-up programs.

4. To train administrative and teaching personnel to increase efficiency in the activities.

5. To expand and maintain adult education as an integral part of the National Education system and establish necessary institutions.

To accomplish the above points the Ministry of Education has developed a ten-year plan with U.S. A.I.D. support. This plan is divided into two five year periods. The first period, 1964-1968, anticipates conducting experimental demonstration projects in five provinces in both urban and rural environments; improving and expanding programs in adult education; and developing a comprehensive plan and the resources needed for the expansion of adult education on a nation-wide basis. The second period, 1969-1973, will utilize the experience and resources gained in the first stage for country-wide adult education action.

ADULT LITERACY:
PROBLEMS AND PROGRAMMES OF PAKISTAN*

M. A. Kuddus

I. Position of Adult Literacy

According to the 1961 census of Pakistan, 19 per cent of all persons five years of age and over can read and write. This represents 28 per cent of the males and 9 per cent of the females. Separate percentages for East Pakistan and West Pakistan show a slightly higher literacy rate for East Pakistan.

A breakdown of all literates in Pakistan into groups by educational attainment, shows that 14 per cent of the literates learned to read and write without any formal schooling; 57 per cent have had primary education or are in primary school, and only 23 per cent have had some education beyond primary standard.

If we examine the figures on a basis of urban and rural, the urban percentages are considerably higher than the national, and the rural percentages correspondingly lower, as would be expected, with the rural female group as the lowest.

The magnitude of the problem can easily be deducted from the above figures. It is indeed a challenge to determine how to meet this problem. There is no denying the fact that illiteracy is a stumbling block in the way to progress. National development is largely dependent on the education of the people, especially of the adults on whose skill and capability rests the economy of the country. And they alone can emancipate the people from the curse of poverty, illiteracy, and ignorance.

Particular attention is needed concerning the educating of the women folks of the present and future; their educational backwardness is a great handicap. Men alone cannot bring about any change unless the women can participate. Thus far no national effort has been made to tackle this problem.

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*Due to the absence of the Pakistan Delegate, this paper was not presented or discussed at the Seminar.

Beginning about 1955, when the community development programme under the name V-AID got into operation in Pakistan, some little money was spent for adult education; but there was insufficient planning, supervision and guidance. Surveys made of some of the adult education centres which had been set up showed that about 10 per cent of the males and 15 per cent of the females enrolled were able to qualify for literacy certificates.

The V-AID programme as a whole was terminated in July, 1961, and the adult education effort largely died with it. A few of the centers continued to operate under local auspices in both Wings of Pakistan. Although this attempt to introduce adult education was so soon ended, it was not a wasted effort. In fact, it had a salutary effect in that a consciousness of the need for adult literacy had been created and the people, even in the rural areas, were more ready to accept change through educational processes.

Just this year (1963), the Government of East Pakistan has undertaken a programme of adult education; it is now the responsibility of the Department of Education to implement the programme in a planned manner and on a phased basis. In West Pakistan, no general plan has yet been sponsored by the Provincial Government.

II. Problems

The problems facing an adult education programme in Pakistan are so many that it is hardly possible to enumerate them all. They are related to economic conditions, to cultural backgrounds, educational facilities, religious beliefs and many others. We may enumerate some of them:

1. Lack of Statutory Provision. There is no statutory provision binding the government and the people to eradicate illiteracy within a specified period. The absence of an act is, perhaps, to a great extent due on the one hand to an under-estimation of the importance of adult literacy education, and on the other to complete concentration on general education. But unless both go together, it will be difficult to meet the challenges of the present day. Adult education, in fact, is an indispensable necessity for economic development and for improvement in general

education. It has rightly been said that "a society that makes its educational investment almost enitrely to children and youth is on the way of becoming obsolete and is reducing its chances for survival. This is why adult education is shifting rapidly from a marginal to a central concern for many educational statesmen."[1]

2. Lack of Organizations and Institutions. A second problem is lack of organizations and institutions. There is practically no organization or institution in the country, Governmental or private, to undertake literacy projects to serve the group or organizational interests which offer particular opportunities in urban and industrial areas, where progressive ideas are more readily accepted. In terms of organizational approach, public and private efforts are both needed, and national resources must be supplemented by international resources.

3. Need for Technical Personnel. The third problem concerns technical personnel to pilot the project. We are short of technical hands. We need an army of workers at various levels, for administration, for training of trainers of teachers, for teachers of adult education centers, for organizers, for supervisors, and for writers of primers, readers, and follow-up literature for neo-literates. Besides, we need experts for research and experiment in methodology of training and teaching.

4. Scarcity of Suitable Literature. As already implied, a fourth major problem is the dearth of literature for adults. Perhaps the greatest difficulty of all in introducing a country-wide scheme is the acute shortage of literature suitable for adult learners, both beginners and neo-literates. To attempt literacy training without adult literature is a contradiction. It is relatively easy to make an adult literate, but it is always difficult to keep him or her literate. It has been stated that "literacy campaigns have often failed because of the lack of reading materials to carry the new literate from the literacy class to the stage where he can read fluently for pleasure and profit."

Production of literature, then, must have top priority. But in what language? There is a great difference between written and spoken languages or dialects. In East Pakistan, though there are differences in vocabulary as between localities and as between the educated and the uneducated, still Bengali is both the spoken language and the language of literature. But in West Pakistan there are three regional languages -- Pushtu, Sindi and Punjabi -- besides Urdu, which is common to many areas. Each of these languages has its own rich heritage, and school instruction in those areas is imparted in the mother tongue; literature will have to be produced in the local languages to meet the educational needs of rural adults.

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[1] Adult Education, Volume XIII, No, 2, P.6.

5. The problem of finance. The final problem is finance, the most difficult problem of all. The demand for adult education is so gigantic and the financial need so great that national and international resources will need to be made to educate the illiterate adults.

Facing all these problems, we shall have to consider what possibilities there are to introduce a programme for adult education in the country.

III. Programme

Any programme for adult education will have to be developed in a phased manner covering a period of five to ten years or longer. We shall have to be very cautious in the beginning because initial failures might bring disappointments and frustrations to the participants in the programme, and if mistakes were committed on a broad scale, the collapse of the programme might result.

1. Organizational Patterns. The Government of East Pakistan, with the consent of the Government of Pakistan, has approved a plan for adult education to be implemented in the Second Five Year Plan which ends in 1965. The Department of Education has been given the responsibility for adult education and has opened a section in the education directorate under a qualified staff for direction, control, and supervision of the programme.

The district education officers will be responsible for its administration in the 17 districts, with specified functions for each category of officers. Particular mention may be made of the newly created post of Adult Education Organizer for each of the 413 thanas (the thana is the smallest unit of administration).

In urban areas, the administration of adult education is the responsibility of the Urban Community Development Project which now conducts experimental work with the assistance of the United Nations; adult education is a part of their total programme.

2. Institute of Adult Education. The Institute of Adult Education being established at Comilla in East Pakistan is a new venture. It has three functions: (i) training of administrative personnel and field workers, (ii) research and experiment, and (iii) production of literature.

A similar institution has been working since 1958 in Lalamusa, in the Punjab, in West Pakistan. Its main functions are training of teachers and production of literature.

3. A Pilot Programme. The East Pakistan programme takes up four thanas in different parts of the province as experimental areas, to evolve patterns that may be introduced in other rural areas. The pilot schemes will be used to test hypotheses by carefully recording and analysing the organizational set-up, the response of the people, and probable reasons for success or failure. Some of this experimental work has already begun, as will be described presently. The experimental projects will help us determine the future course of action and avoid waste of resources and effort.

4. Administration. For economic reasons, we do not plan to build new adult education centers, but use existing schools, mosques, and village halls for adult males; the females will hold their classes in their respective houses. The school will thus serve as a multi-purpose centre for community activities, while for females there will be as yet no central meeting place for teaching and recreational activities.

5. Teachers. Generally our teachers come from the following categories: primary school teachers, madrasa teachers, Imams of mosques, and social workers. In our experimental areas we have almost equal numbers of male and female teachers, and special attention is being given to the education of the women, for they are far behind the males in literacy. Though not qualified from the point of view of formal education, the women teachers with orientation and training are doing an excellent job, and in some respects their performance is better than that of the men teachers.

6. Literature. As for the special literature needed, we plan to make use of what has already been done in this field and also to begin producing more. The literature so far prepared and published for beginners, both in East and West Pakistan, is mostly based on the Laubach method, and the follow-up literature is written in simple language so far as practicable. The Adult Education Centre, Dacca, a private organization sponsored by the Laubach Literacy Fund,

published a series of books related to everyday life of rural people. Similar publications in larger numbers were published in West Pakistan during the V-AID period, some by Government and/more by non-government organizations.

But the supply and the range of avilable material is far from sufficient. Our present plan in East Pakistan is to published a series of books, at least 100, in a few months' time. Experts have been engaged and publication materials, including a press, are being procured. National and international sources are being tapped to help the project and some of them have already agreed to make joint efforts, especially the Laubach Literacy Fund, the Asia Foundation, and the U.S. Agency for International Development.

IV. The Comilla Experiment

Comilla was chosen as the location for East Pakistan's new Institute for Adult Education because an intensive experimental rural programme was already underway there, and this would be of value to the Institute in working out approaches and methods.

1. Pakistan Academy for Rural Development. The Pakistan Academy for Rural Development in Comilla is an institution unique of its kind. It has three main functions: (i) training of administrative personnel of all ranks in methods of rural development, (ii) research in socio-economic conditions of rural people, and (iii) experiments in rural development. The Academy has been trying out new ideas and methods in five major fields -- agriculture, co-operatives, rural administration, education, and women's programme -- all directed toward the economic uplift of rural people. This is a programme of practical adult education, mainly through informal methods, for adults, both literate and illiterate.

2. Adult Literacy Experiment. Early in 1963 formal literacy training for illiterate adults was begun in mosqu - centred schools, with the Imams serving as teachers of evening classes for adults. The 104 Imams now taking part in this programme meet weekly at the Academy. They are given instruction in basic subjects as well as in methods and techniques of literacy teaching. The mosque-centred schools are maintained and supported by the local co-operative societies and the Imams are also paid by them. This new approach has a promising future in adult education.

Our female teachers for adult literacy are given one month's training in the beginning, followed by regular refresher courses, and they are paid by the Department of Education. This is also a new approach with great promise.

3. Co-operatives. The informal training referred to above is given to representatives of the co-operative societies -- their managers (called "Organizers"), their secretaries, their accountants -- all drawn from the villages and given special training. Most of them are semi-literates. They carry verbal advice and written instruction sheets back home to other members of the societies. This informal education process, giving information and advice from experts to village representatives, and their taking back to the village the new ideas they have learned, has widened the horizons of the village people and brought changes in their life. They are becoming better informed and more skilled in their occupations. They are saving money, which was unknown to them two or three years back. They are getting out of debt through a supervised and controlled credit system based on an overall production plan that includes the production plans of each member.

4. Agriculture. We have some selected farmers, called "model farmers", who are taught theories of improved agriculture and animal husbandry, and their teaching continues week by week, through informal discussions, demonstrations and practical work in the field. They and many of their fellow-members have really become better farmers within two years and many have doubled their yields. Through supervised credit and joint marketing, their incomes have risen even more than their yields.

All of these activities give strong motivation to illiterate villagers to learn to read and write.

5. Women's Programme. The village women, hardly educated, and conservative and superstitious, are now enjoying a new experience. In the Comilla project area, more than a 1000 village women have visited the Academy for more than one day to learn about their husbands' work there, and to learn how they themselves can participate. More than 200 village women have been selected by the co-operative Societies to receive either formal or informal education, or both, at the Academy. They come once or twice weekly for courses of six to eight weeks' duration in maternity and child care, health and hygiene, kitchen gardening, poultry keeping, and spinning. Above all, family planning is catching the attention of the women folk most. About 30 villages are now included in the family

THE PAKISTAN ACADEMY FOR RURAL DEVELOPMENT.

Village women being trained as adult
education workers at the Academy, located in Comilla, East Pakistan.

Priests being trained as teachers of adult villagers.

A class for rural adult education teachers.

planning experiment which began very cautiously about two and a half years ago in only six villages.

In connection with the training of village women, the staff of the women's programme make frequent visits to villages, and several groups of village women come to the Academy for different type of training each week. Altogether, this is creating a movement among the women folk for a new life. Together with this informal training goes literacy teaching. These women are becoming real teachers in their villages. Similar programmes for women have been started in three more areas since July, 1963.

6. Publications. To help each section of the experimental programme with ideas and information, we have published as many as 108 booklets written in simple language to serve as technical guides to the people. These 4 to 16 page booklets are in great demand. About three hundred thousand of them have been sold and an almost equal number distributed free. The illustrated booklets are highly appreciated and widely read by the people, as they contain things which they need to know to increase their income and improve their living conditions.

7. The Extension Library. To supply mental stimulation to the participants of all catagories of organizations and groups mentioned, and to keep their education alive and continuing, we have set up an Extension Library at the Academy with books written in the mother language. They are selected books on religion and hadith (traditions) the lives of the prophets and great men, adventure stories, abridged editions of punthis (folk literature), stories of science and scientific discoveries, and so on. All the departmental bulletins, pamphlets, and publications are stocked there, as well as daily newspapers.

The books are used in two ways. Book-bags carrying two to three books each are distributed weekly to the Imams, Organizers of co-operative societies, model farmers, and primary school teachers. Secondly, there are regular fee-paying members of the library. They are more advanced readers. They want more to read than the book-bags supply. In our one-year-old Extension Library, we now have 87 regular members of which 19 are women — all from the villages.

The travelling of the book-bags from the library to the village homes and back had created a stir among the literates, semi-literates and even the illiterates in the villages, all of whom throng together to read or to listen to books being read. Still more interesting, we have found that the school boys and girls are taking the books out of their fathers' book-bags "like hot cakes" as soon as they arrive home. They are all hungry for books to satisfy their intellectual curiosity. Books were simply not available in villages before the Extension Library and the book-bag system were instituted.

In fine, we can say that we have just started, and are passing through an experimental period. The approaches that have been successful in the Comilla Experiment are being tried now in other areas. As the Institute produces the literature needed and trains the teacher trainers, further expansion should be possible. We believe that a bright future lies ahead.

THE PURPOSE OF LITERACY TRAINING

Donald G. Burns*

The general aim of literacy campaigns now in progress in many parts of the world is to teach adults to read and write who have not had the opportunity of going to school. Literacy training is usually directed to something more than the mere skills of reading and writing, however; certainly it aims to put the individual in the way of learning skills so that he may extend his knowledge but also so that he may become a more useful member of the community and in some measure, develop his personality. A distinction should probably be drawn, then, between literacy training conceived as training in its own right and training which aims at more distant and wider social purposes.

There are few countries in which literacy training has not been attempted at one time or another as a discipline in its own right and in the majority, it has met with only slight success, principally it seems, because the skills of reading, writing and learning to number fall away about as quickly as they are learned unless they are put to use and kept in use in some practical fashion. In a number of earlier "campaigns" then, failure to maintain the success which was achieved in the opening stages has been blamed on the lack of 'follow-up' material, booklets, for example, on subjects of immediate value to the villager or farmer which will make him feel that learning to read has been worth while and give him the opportunity to practice using this ability. There is no dearth of subjects for literature of this kind - pamphlets on the protection of livestock against disease, on the preparation of food, why you pay tax, maternity care and the like. Virtually all recent literacy campaigns accordingly make provision for the continued training of adults after the initial stages of literacy have been mastered.

Literacy training often provides a tremendous psychological stimulus in communities where the majority of the adults are illiterate and this too should probably be counted one of the major results of the programme. In rural communities for example, literacy is generally and rightly regarded as the key not merely to knowledge but to the achievement of better conditions of living, but literacy is itself looked upon as an insurmountable barrier. If adults in such communities can achieve success in literacy, it at once becomes credible that they can be successful in a wider and fuller range of endeavour and literacy training has for this reason been widely held to be the key which unlocks men's energies. A successful literacy campaign (successful in terms of the number of adults who make sufficient progress to be awarded a certificate) may accordingly have a considerable psychological effect on the community quite apart from such immediate benefits as may arise from learning to read and write.

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*Dr. Burns presented this paper at the second session of the Seminar.

The wider social purposes which literacy training may serve to promote emerge most clearly in the kind of activities which adults who have become literate, have shown themselves able to organize, for example in the more effective ways in which they seem able to organize themselves both socially and for economic advantage. The social results of literacy training may be seen very quickly in those communities where it has been directed to this end, often in a relaxation of tension between communities, in the readiness with which villagers will collaborate among themselves in projects which are of value to the whole community, in improved standards of health and sanitation and often in more responsible attitudes toward central authority.

Such co-operation often takes practical form, perhaps in laying a water-supply, building a centre for meetings and literacy classes or levelling a road between two villages. Projects of this kind provide a practical demonstration of the advantages of co-operation and are an undeniable contribution to the economic wealth of the community and the country.

Literacy training often contributes more directly to the economic wealth of the community than this by showing how productivity and also earning power may be increased. Such increases in economic wealth must have small beginnings and two examples out of many may be quoted in support. One was the introduction into a group of villages where the majority of the adults had until recently been illiterate, of the notion of marketing commodities like eggs of which the villagers had a surplus and it was the village worker who was responsible for literacy classes who showed how this could be done. Another was to generalise the production of silk in a number of villages in the Punjab by explaining the cycle of production in the life of the silk-worm and organizing the planting of sufficient mulberry trees to support the increased production: this too was done by the village worker as a by-rpdoct of his work in the literacy class.

On these grounds then, the purposes of literacy training may in general terms be claimed to be

a. to teach an individual to read, write and carry out simple number operations because these are useful skills in their own right

b. to help the individual through these skills to extend his knowledge and so add new stature to his personality

c. to give the individual a broader understanding of the contribution which he can make to society and of the benefits which he may obtain through social endeavour (in self-help schemes, village co-operative and the like)

d. to increase the economic potential of the unskilled adult and by so doing, the economic potential of the nation

e. to foster national unity by hastening the spread of a whole range of common values.

To these some would add a further purpose - the opportunity which literacy training provides to serve others.

These general statements probably mean very little until they are associated with the urgent needs of a particular community or region and they have been so expressed here because so many of the details of any programme of literacy training must be determined in the light of the social and economic conditions of particular areas or countries. I hope I may be able to refer to some of these in answering your questions.

TOWARD A DEFINITION OF LITERACY

Paul T. Luebke

A simple dictionary definition of the term "literacy" is "ability to read and write". In recent years tens of thousands of dedicated persons around the world have expended great energies, to say nothing of huge amounts of money, in the attempt to give this "ability to read and write" to the world's uneducated masses. But what specifically does this ability imply? Is this ability, in fact, measurable? If so, by what criteria is the ability to be measured? Are the criteria for assessing the extent of this ability universally applicable? Is there a relationship between the level of a person's reading and writing ability and the level of development of the society in which he lives? If so, which is cause and which is effect? Could the same person be considered literate in one setting and illiterate in another? In short, what precisely is a "literate" person?

Anyone who has consulted such statistical studies as UNESCO's World Literacy at Mid-Century[1] cannot fail to recognize the great difficulty experienced by those who attempt to state definitively the percentage of the world's population or of a specific country's population which is literate. A country may report, for example, that fifteen per cent of its population is literate. A year later the same country reports a literacy rate of twenty-five per cent. Another authority reporting at the same time concerning the same people points out that eighty-two per cent are illiterate. Obviously, conditions cannot change so rapidly. But which report is to be accepted? All are probably correct; they simply have not used the same yardstick to measure literacy.

How can we determine whether or not a person is literate? Let us consider a number of individual cases:

Ali lives in a remote mountain village. No one in the village knows how to read or write; in fact, few people understand what the terms "reading" and "writing" imply. Ali has recently spent a year

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[*] Dr. Luebke presented this paper at the second session of the Seminar.

[1] UNESCO, World Literacy at Mid-Century: A Statistical Study. Paris: UNESCO, 1957. 200 pp.

with a relative in another village and has attended a brief series of classes where he has learned to read and write his name and to read a simple primer. He now astounds and entertains his fellow villagers by his ability to read from his primer. Is Ali literate?

Bahman attended primary school for two years and then had to drop out in order to help with farm work. When Bahman entered the army he was excluded from the literacy training class because of his prior school attendance. Is Bahman literate?

Cemal attended adult literacy classes in his village and learned to read the primer which he still rereads frequently. He has had trouble, however, whenever he has tried to read newspapers or booklets distributed by agriculture and health agents, and he no longer tries to read them. Is Cemal literate?

Danush attended primary school in his village. He can read not only his primer and other textbooks, but newspapers and health and agricultural booklets as well. He frequently reads letters received by other villagers and writes their replies for them. Is Danush literate?

Esmail learned to read and write while serving in the army and received the highest grade in his class. Upon his discharge, instead of returning to his village, he went to the city to look for work. When he tried to fill out applications for work he encountered so many unfamiliar words and expressions that he was unable to complete the forms. Is Esmail literate?

Fouad is the headman of his village and is highly respected by all the villagers. Even though he speaks of having attended school, no villager has known him to read or write at any time. When talking with Fouad a census taker was so impressed by his general level of intelligence and leadership abilities that he listed Fouad as literate. Is Fouad literate?

Gamal speaks the minority language which is the only language spoken in his section of the country. When he enlisted in the army he entered a literacy class where he learned to speak the national language and to read and write it fluently. Following his discharge he returned to his village. Is Gamal literate?

Hassan learned to read in his village and came to the city to work. One day he failed to understand a sign warning of high electrical voltage and he was seriously injured. Is Hassan literate?

Ibrahim lives in a village where a minority language is spoken. The government set up a class in the village to teach reading and writing of the national language. Ibrahim has learned all the letter symbols and is able to "read" every word in the primer. When the teacher asks him questions in the national language he does not understand. Is Ibrahim literate?

Jalal lives in a remote village where a dialect is spoken which has never been reduced to writing. No one in the village can read any written symbols on food packages or other items which come to the village. On a recent visit to the city Jalal learned to read and write numbers and his name and has found this simple knowledge useful to him in making records in his daily work. Is Jalal literate?

Kemal and his fellow villagers have learned to read and write in a village adult literacy training class. Recently, however, when Kemal tried to read newspapers containing information in various candidates for elective office, he found the task too difficult and simply voted as he was told by the village elders. Is Kemal literate?

Endless cases could be cited. In every case, whether or not the individual in question can rightly be considered literate depends upon the needs of his particular situation and whether or not his degree of skill in reading and writing is useful to him in his daily life. If Gamal has learned to read and write in a language which no one in his environment understands, he is, for all practical purposes, illiterate. If Hassan has learned the rudiments of reading but is unable to read signs which warn him of danger, the degree of his literacy skill is probably too meager to be of real benefit to him. If Ibrahim has memorized the sounds which his teacher expects as response to printed symbols and can repeat them even though he gets no meaning from the sounds, he is illiterate. If Ali, Bahman, Kemal, or Fouad have at one time or other attended school and learned the rudiments of reading, but since that time have had no opportunity or have made no attempt to extend or even to maintain this ability, they are illiterate. If Cemal and Esmail have learned to read but have attained a level of comprehension which is so limited as to make it impossible for them to use their skill in practical situations, they must be classed as illiterate.

If, on the other hand, Danush and Jamal have learned to read or to interpret symbols so that this skill, no matter how limited, is useful to them or to their communities, they should rightfully be included among the literate population. Literacy, then, is a *relative matter, dependent upon the conditions surrounding the individual.* The basic criterion is whether or not skill in reading and writing, no matter how meager, is useful to the individual in his day-to-day life. The Meeting of Experts on Literacy, convened in June, 1962, by UNESCO, arrived at the statement that "a person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading and writing and arithmetic make it possible for him to continue to use these skills towards his own and the community's development and for active participation in the life of his country."[2]

The UNESCO statement goes on to point out that in quantitative terms this standard of attainment may be equated with skills "achieved after a set number of years of primary or elementary schooling." The failure of the experts to specify in this statement the number of years of schooling required points to the problem arising from any attempt to define literacy in quantitative terms which are universally applicable. Because requirements and conditions vary from community to community, it is probably more useful and practical to define literacy in qualitative terms, that is, in terms of the kinds and levels of skills necessary for functional participation in community activities. These skills may vary from nothing at all to the equivalent of high school or university training, depending upon the extent to which reading and writing and education generally play a part in community life. Let us consider several situations in a country where the laws require that every citizen must attain the equivalent of a fifth-grade education.

In *village X* there is no school, and none but one or two village elders can read. An adult literacy class has been instituted to meet the national literacy objective. However, even after many persons have completed the course, communication continues on an oral basis, trade and barter continue to involve only rudimentary record-keeping, useful reading material at any level of difficulty is conspicuous by its absence, and correspondence and record keeping required by the government continue to be kept by outside officials. Under these conditions the ability to read and write serves no practical purpose; the quality of literacy skill required for participation in this society is practically nil.

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[2] United Nations Economic and Social Council, *World Campaign for Universal Literacy.* (Mimeographed) 1963, p.39.

Village Y has had a school and adult literacy training classes for a number of years, and most of the adults are able to read and write. Many villagers travel frequently to the nearby city and bring back to the village newspapers and other reading material. Public notices are regularly posted for villagers to read, and records of the agricultural cooperative are carefully kept by the members. A health clinic has been established in the village and public health workers have made available a wide variety of booklets on health and sanitation. Clearly, effective participation in the community life of this village requires a relatively high level of literacy, considerably higher than in village X.

City Z is a medium-sized provincial city which has had primary and secondary schools for many years. Nearly all long-time residents have attended school and can read and write, although the majority of newly-arrived migrants from villages are illiterates. Businesses and government offices require large numbers of skilled and semi-skilled workers. One newspaper is published locally and others from the capital city arrive daily. There are several bookshops in the city. It is obvious that in city Z the higher the individual's level of literacy, the greater the possibility for personal advancement. To function effectively in city Z, literacy skill must be of high quality.

Thus it is essential that when attempting to determine the quality of literacy skill required by members of a community, there must be concern for those factors which determine the effective role which such skill can play. It may be considered desirable by educators, for example, that all villagers should be literate, but if the government does not consider the ways in which a literate public can contribute to economic and social growth, and if it does not include coordinated activities of all concerned agencies in its program of development, the educators may well be indulging in pipe dreams. If there is no coordinated plan for publishing and making available for new literates practical and useful reading materials which are related to national development needs, those who became literate will have wasted their time - they will have acquired an essentially useless skill, and huge amounts of money will have been diverted from development funds to a hopeless cause.

But concern for these factors is the reason for our being here. We are concerned in this seminar with "Identifying Problems Affecting Adult Literacy Training in the CENTO Region." Hopefully the discussions at this seminar will point out steps which need to be taken in the region generally and in each country specifically in order to facilitate the utilization of literacy skills among its citizens. It must be recognized that illiteracy is not the *cause* of social and economic problems, but rather the *effect* of the stranglehold of such problems on a country. To treat the symptom alone will bring about no cure - to carry on literacy training apart from a coordinated national development program cannot solve the problems. But when literacy training is considered an integral part of national development, the truly effective role of the literate member of society can be determined and direction can be given to literacy training programs. In short, when we are able to define the concept of "literacy" in terms of the social and economic development needs of a nation and of its individual citizens, each nation can, by means of literacy training programs, enable all its citizens to enjoy the benefits of literacy. Some of the more important of these benefits have been listed by Dr. William S. Gray in *The Teaching of Reading and Writing*:[3]

"... a literate person has an advantage over one who is not -

"in meeting many of the practical needs of daily life, such as being warned of danger, finding one's way about, keeping posted on current happenings, keeping in touch with one's family;

"in improving standards of living by obtaining valuable printed information relating to health and sanitation, the production, selection and preparation of food, child care, and home management;

"in increasing economic status through learning of available

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[5] William S. Gray. *The Teaching of Reading and Writing.* Chicago: Scott, Foresman and Company, 1956, p.12

jobs, filling in forms and making application in writing, being able to follow written or printed directions while at work, engaging in vocations which require knowledge of reading and writing, learning how to spend and take care of wages;

"in gaining social prestige and taking part in many individual and group activities that involve reading and writing;

"in learning about community activities and trends and the forces that make for or retard progress, and studying social problems;

"in meeting civic obligations through knowing about and observing regulations, participating in group discussions and in efforts to secure civic improvement, and voting without personal help in the light of all the information available;

"in understanding world affairs through learning about things and events both near and far, other people and their ways, and the natural and social forces that influence life;

"in having access to and enjoying his literary heritage;

"in satisfying religious aspirations through reading sacred literature, participating in various religious activities."

This then, suggests a definition of literacy: A person is literate who has learned to read and write and who lives in a community which is developed to the extent which enables him to use his skill toward the enjoyment of advantages similar to those enumerated above. May this seminar assist in pointing the way toward such development through its efforts in "Identifying Problems Affecting Adult Literacy Training in the CENTO Region."

PLANNING LITERACY TRAINING PROGRAMS

Dr. S. Mossaheb
and
Dr. Abbass Yaminsharif[*]

This paper summarizes some of the important basic considerations which planners need to take into account when preparing programs of adult literacy training.

I. ADULT CHARACTERISTICS WHICH HAVE TO DO WITH LEARNING TO READ AND WRITE

In their many years of experience in teaching adults, the authors have observed certain attitudes, traits, and habits in adult learners which seem to be so widespread that they can be listed as general characteristics. They are simply enumerated here because no further explanation seems necessary:

1) Adults are capable of learning to read and write no less than children and are not very different from the younger ones with respect to this potential for learning.

2) Adults are able to understand and appreciate the value of literacy and they are familiar with the aims and the objectives of learning.

3) Unlike young children who live only in the present, adults are also very much concerned with the future.

4) Adults are interested in becoming literate.

5) Adults are experienced and mature.

6) Despite their inner interest, adults generally do not actually reveal their zeal and wishes.

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[*] Dr. Yaminsharif served as a resource person in the Seminar session on Curriculum and Teaching Materials and presented this paper in summary form at that session.

7) Adults are hesitant and doubtful about the possibility of their becoming literate.

8) Adults have limited time available; they are engaged and busy most of the time.

9) Class attendance cannot be made compulsory for adults; they may discontinue attendance whenever they wish.

10) Adults are unwilling to take even one step toward learning which in their opinion is useless.

11) Occasionally illiterate adults do not see any difference between the teacher and themselves, except from the point of view of literacy. In fact, from other points of view, they believe themselves to be equal and even superior to the teacher.

12) Unlike young children, the problem adults face in learning to read is simply in recognizing the words and reading them. If the subject is simple, it is usually clear and understandable to them.

13) The memory span of adults is usually less than that of young children; anything based on memory is more difficult for them.

14) Wisdom, understanding, reasoning, and power of discrimination are stronger in adults and it is considerably easier for them to learn all that is related to these principles than for young children.

15) Adults possess a longer concentration span and are capable of greater accuracy than children.

16) Adults will not tolerate the least bit of rudeness and harshness on the part of the teacher.

17) Adults are self conscious, especially in the presence of young children; they hate to be humilated and looked down upon.

18) Adults hate to see their ignorance revealed.

II. THE TEACHER

The teacher can be one of the most effective forces in persuading an adult to learn and to continue learning. Selection of a proper teacher is therefore the most important duty of those responsible for adult education.

Failures in the implementation of adult literacy have usually been due to lack of attention and care in the selection of teachers. An adult respects and follows the instructions and guidance of such teachers whom he recognizes as possessing a better personality and greater merit and understanding than himself, because he feels the need of his leadership and advice.

An adult teacher should have the following characteristics:

1) He must be clever, wise, punctual, tactful, experienced, regular, educated and possess a good command of language in order to make the adult impressed with his superiority.

2) He must be just old enough to be able to perform his duties.

3) He should know the method of teaching adults.

4) He must know the method of teaching reading and writing, particularly in the first class.

III. LOCATION OF ADULT CLASSES

Literacy classes for adults should be set up in places which are respected by them, such as schools, village mosques, or other public religious gathering places. Private houses should only be used in cases of unavailability of suitable public gathering places.

IV. YOUNGER STUDENTS IN ADULT CLASSES

A lack of mental and spiritual homogeneity as well as physical proportion exists between young students and adults; it is therefore not desirable to mix youngsters with the older ones in the same class. The adults will get discouraged if they show ignorance of a subject or make mistakes in the presence of the youngsters. Further, the experiences of the two groups are not at the same level.

If there is a sufficient number of students to allow division of the class into two sections, the younger ones shouldbe accommodated in a separate class. If the number does not allow this division, students up to 13 years of age should be seated and taught separately from the adults. When adults a e being taught, the younger group should be kept busy with other tasks so as to discourage them from paying attention to what goes on in the teaching of the adults.

In a training program for adults attention should be given to every consideration shich might contribute to ultimate success is one of the very effective factors in teaching adults. Educational certificates for adults serve as encouragement for continuing studies. Certificates count as stimulants and means of instigating the adults in their studies. The period of time required for obtaining such a certificate should be brief and every effort should be made to ensure that the certificate is easily attainable. As general guidelines for adult courses, it is suggested that:

1) The elementary course for adults should be no longer than three years.

2) Adults should be admitted to any class which is compatible with their level of attainment; they need not necessarily begin at the lowest class.

3) Study records of an adult, whether fragmented or consecutive, should be calculated together, and study breaks should be ignored.

4) Rigid adherance to rules is not desirable in promoting adults in higher classes, except at the time when one is a candidate for sixth year elementary examinations at which time he must give evidence of having reached the necessary level of knowledge. However, in other classes the student can be promoted to a higher class simply on the basis of having attended the previous class, and of having passed a simple test.

VI. SCHEDULING INSTRUCTION PROGRAMS FOR ADULTS

Scheduling procedures involved in the instruction of adults should be flexible so that they can be changed according to the seasons, the geographic location of specific villages, and the free time of the adults. Classes should become a sort of recreation which utilizes time which would not otherwise be spent profitably. In locations where the villagers have large amounts of free time in winter the instruction period should begin in winter, and vice versa.

The school year for adults should be short. The first year, particularly, should not last more than four or five months, unless in addition to the teaching of reading and writing other amusing and recreational programs are included in the actual schedule. In the second and third classes, where the number of subjects increases, the school year period could be lengthened. Daily class schedules must also be considered; the schedules are similarly subject to the availability of free hours for the adults.

Tactful and attractive methods should be used to encourage adults to attend classes. They should not be called to account for absences and tardiness. As long as the practice does not create disorder. adults should be left free in attending classes, so that they may not be reluctant and hesitant to attend the class even if they can spare only half an hour to devote to the class.

VII. READING MATERIALS FOR BEGINNERS

Enrolling adults in a class, teaching them basic reading skills, and presenting them with certificates do not fulfill the aims of literacy training. The real objective of literacy training is to equip people to be able to find their way through publications and benefit in their daily living from the knowledge and understanding gained through their reading.

But short and irregular adult education courses will not enable the adult to read and understand various books, pamphlets, publications and newspapers. Furthermore, it is obvious that if the individual feels that he has not benefitted from his study, he will resolve that he has wasted his time in trying to become literate and will consequently try to persuade and prevent others from attending classes. Under such circumstances, all expenditures in time and money will have been a waste and the project a failure.

The State publications and press are based on a set standard of knowledge and learning, using terms and vocabulary freely with little regard for the limited ability and understanding of less literate people. There is always the danger that an individual, a society, or a group, in order to attain their particular views and take advantage of the simple thinking and inadequate education of illiterate adults, might prepare and freely provide simple and understandable materials which could ultimately poison and infect their concepts and thinking. Adult beginners, having nothing else to substitute. will willingly and out of necessity read such publications. which leave spiteful motives in their minds and gradually implant the same in their future daily activities. Thus, the weapon which has been placed at the disposal of the adult to defend himself and his country can be pointed and used against him and against his country.

Consideration of the above and many other points not mentioned emphasizes the fact that books and a publications program should be provided which is in keeping with the standard of thinking, education, and interest of adults for whom they are intended. The following principles should be considered in the program of preparation of reading materials:

1) Vocabulary used in publications for neo-literate adults should be the same or similar to that used in basic textbooks. It should be simple and understandable so the books can be used to supplement the textbooks and become means of practice.

2) The subjects of these reading materials should be varied and insofar as possible related to the every day life of the neo-literates, thus providing sufficient material for every different group and class.

3) In addition to supplying neo-literates with information and knowledge related to their daily life and work, the books should help bring them together and create common interests, opinions, customs, and values in the people of the country.

4) These reading materials should be published regularly, on time and in sufficient number, in order to make the neo-literates anxious to receive their special publication on certain days. Every effort should be made to avoid shortages which would necessitate reading of undesirable materials by the neo-literates.

5) As much as possible, these reading books should be made attractive with pictures, clear writing, proper paper, and attractive cover, thus helping the book itself find its way among the people.

6) In every city, village, or town, a special location should be designated for the sale of these books, enabling every individual to know where he might obtain his books.

7) These books should be placed at the disposal of the neo-literates as inexpensively as possible without causing a loss to the publisher (namely, the government) so that the publisher will be forced to discontinue the publication. Under no circumstance should they be given free of charge lest the reader develop a feeling of disgust and feel that the books are worthless.

THE DESIRE TO READ:
MOTIVATION IN LITERACY CAMPAIGNS

A. N. Gillet*

To go into an illiterate village in Iran or any other country and hear the very first children pick their way through their Reader in their new school is an experience which demands not so much a reporter as a poet. For the first time, through the minds of the children the village community is making contact with the other places where their language is used. It is more than a birth, for birth presupposes death, more than a new Spring, for Spring presupposes Summer, Autumn and Winter. It is a change from which there is no going back. When first sea creatures dragged themselves through the waves on the shore to accustom themselves to breathe not sea-water but air it was a change comparable with what happens in the village. Whatever may be written below about the problems and limitations of this great event, this breathing of a new atmosphere, this first impression is one to be retained.

The question posed is - "In what circumstances do villagers and their children want to learn to read?" If those planning literacy campaigns are to avoid disappointment it is essential that they should concern themselves with this question. It is obvious that reading is a method whereby ideas are communicated from one person to another without their having to meet. It is, perhaps, less obvious that a village which has no trade outside itself, nor any external social or political contacts and is therefore self-sufficient in every way, has the least interest in reading because everything can be learned by word of mouth from fellow villagers. A teacher arriving at such a place may have a very hard task indeed. Whereas the village teacher in the neighbourhood of a great city which offers opportunities for trade, employment and the enjoyment of books and newspapers is in a very different position. Towns also have a literacy problem but in towns the desire to read is almost always created by the town way of life so the hard core of illiteracy is to be found mainly in rural areas.

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*Mr. Gillet served as a resource person in the Seminar session on Teacher Selection and Teacher Training and presented this paper in summary form at that session.

It follows that every contact with the world outside must be regarded as a help to the teacher. If the saying is true that trade follows the flag of central government, maybe it is also true that the teacher follows the trader. If the bull-dozer first brings buses perhaps the teacher should be regarded as a cultural bull-dozer, though it is to be hoped that he is less ruthless with local customs and traditions than the bull-dozer is with the landscape.

However this may be, it is evident that a literacy campaign must be planned to fit in with the other changes which are taking place in the village, and there is a large number of people who, although not recognized as belonging to the Literacy Campaign, are nevertheless extremely helpful to it:

1. The Road-builders. Any improvement in transport may make an impact. The quality of transport animals, more jeeps, an additional filling station and a cheaper postal service as well as better roads may make a difference, but the road is the clearest in its influence. It brings travellers to the village who talk of distant and little-known places arousing curiosity in what there is on the other side of the mountains and what is to be seen in the nearest town. Villagers themselves begin to travel and bring back tales which arouse further interest. Very soon trade develops, and this leads to the second group.

2. The Traders. Until a village has a shop it is unduly expensive as a rule to attempt to teach reading to adults. In towns the objects with their price tags and their advertisements, and the shopkeeper with his accounts begin to create what, in the case of young children, is familiar as "reading readiness." Furthermore, the earning of money to enable him to spend at the shop encourages the villager either to travel to market himself or to sell to a dealer and in either case he is severely han handicapped if he cannot check the record of his dealings.

3. Government Officials other than Teachers. Agricultural extension officers, nurses and others arrive with not only spoken advice but posters, leaflets and pamphlets. These are often composed in such a way that the villagers are very anxious to know what is in them, and the villager who can read to his fellows obtains a position of prestige which many would like to hold.

A few other circumstances help to make adults anxious to read. There has always been the desire to read the Koran.

Elections and the reading material issued to explain them are often a factor, and indeed literacy is sometimes a qualification required for voting. Some parents are spurred on by a desire to keep up with their children, and at a later age are anxious to be able to read letters from their children who are either serving as army conscripts or working in towns.

Once the decision has been reached to learn to read two other factors become important:

1. The attitude of the teacher. It is a very great help if the teacher appreciates the skill and knowledge of the illiterate person. Illiterate farmers often survive in conditions in which many literate people would fail. They are experts on crops or animals, and have a wealth of local knowledge including folk-tales and customs as well as stories of good and bad seasons and the adventures of gaining a livelihood in the open air. Their surroundings often present the kind of challenge which is an education in itself and they are frequently more interesting people than factory workers. Neither the teacher from the town nor the villager selected to go for training can be sure of avoiding the taint of superiority. Teachers who themselves have only just learned to read are often sympathetic but frequently unsure of how much help to give, and unable to distinguish among passages which are to be read as they are spoken for the enjoyment of their literacy value, those which are to be read to arouse interest and discussion, and those rare passages which are intended to be memorized.

2. The suitability of reading materials. The desire to read is much greater if a good supply of newspapers, books and magazines is already available, but it is difficult to justify providing a supply where few can read. Reading and the supply of reading materials must be planned together. In far too many countries the latter has failed to keep pace with the number of new literates. The content of the reading materials needs to be both easy to understand and yet interesting. This may be achieved by introducing very few new words at a time, by repeating them frequently so that they are thoroughly mastered, by the use of explanatory pictures and the use of a vocabulary of the readers, e.g. the use of familiar proverbs and stories so that a close link is maintained between reading and normal everyday life.

The task of providing attractive forms of reading material so that adults and children want to know what is written falls on many groups of people. Firstly, the Ministry of Education can produce primers directed more towards illiterate villagers than towards illiterate town-dwellers since the latter already have many incentives to read. The revision of the primers in Iran is an example of this as the pictures and text now show villagers busy in the home and on the land.

The school books must be supported at once by newspapers, magazines and books which actually reach into the villages, otherwise reading may become an activity for children only, to be forgotten as soon as the school years are over. Newspapers which often have columns for special groups of readers such as those interested in sport or industry might be encouraged to provide special features of interest to villagers.

Finally, two minor suggestions need to be made: firstly, when films are being dubbed in the local language it is extremely useful if caption can be provided at the same time. Although the extra expense is unlikely to appeal to commercial firms, many educational films are handled by the Government.

Secondly, it frequently happens that, despite all the efforts, many people in a village can read before any reading material is available. In these special circumstances schools may be asked to produce a weekly village news-sheet or newspaper each for its own village written by those who can write including the children and posted in the middle of the village for all to try to read. As there is but one copy coloured illustrations may be used, followed sometimes by a single explanatory sentence. Subject matter may range from school and village news to international affairs so long as controversy is excluded.

By methods such as these the roadways of the mind may be built and the commerce of ideas promoted.

A LIBRARY SERVICE TO STRENGTHEN THE LITERACY DRIVE

S. V. S. Rao*

Interest of H.I.M. the Shah of Iran in Literacy

One cannot help admiring the big strides taken by Iran in her plans to make the whole population literate. First and foremost Iran is one of the few developing countries where the Head of the State has been personally interested in achieving universal literacy for his country, and where plans have been prepared accordingly with definite progressive targets.

The Third Plan, as a part of the general development covering 20 years, has fixed the target of achieving 50 per cent literacy by 1967. It has worked out the details -- the number of teachers required for primary schools and adult literacy classes, as well as the budget for salaries, allowances, and equipment necessary.

In addition, a new emergency programme popularly known as the "Army of Knowledge" or "Education Corps" has been launched under the inspiration and guidance of His Imperial Majesty the Shah, which has as its goal the carrying the torch of knowledge to the remotest rural areas. The "Army of Knowledge" programme has come in the wake of the Land Reform Decree, which enables the peasants to own the land they cultivate and make them conscious of their citizenship in a country to which they have belonged.

Achievements in Iran

Much has been achieved already in Iran in the direction of literacy by the efforts of the Ministry of Education and other Ministries. The reports show that during the period of 1334-35 and 1341-42 (1955-56 and 1962-63) a total of 93,364 classes for adults have been conducted with a strength of 2,821,135 pupils in them, both men and women. This is no mean achievement for any country.

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*Mr. Rao served as a resource person in the Seminar session on Curriculum and Teaching Materials and presented this paper in summary form at that session.

Besides, suitable reading materials for adults have been prepared and published in large quantities to enable adults to acquire the skills of reading and writing as quickly as possible. A series of "follow-up" books containing information on subjects of interest to adults has been planned and a few of them published.

All these are factors which undoubtedly promise success of the programme. Naturally, when so much has been accomplished, one turns his thoughts to conservation and consolidation of these measures. It is a known fact that a skill acquired in a short time needs to be practised or it is soon forgotten. Knowledge of reading and writing is no exception. Manual skills, on the other hand, are retained very much longer than mental ones.

Then again, what is after all the use of literacy, if one does not use it or has no opportunity for using it?

Literacy Is Not Enough!

The experience of literacy and adult education workers all over the wordld has shown that literacy is comparatively easy to acquire, but to conserve it is difficult. In Iran too, the authorities have begun to express doubts on the efficacy of these schemes, not that the schemes have not borne fruit, but whether those who have become literate remain literate.

Literacy has only a functional value; it is worth while making a person literate if he can use it for his own pleasure and profit. If he is able, after becoming literate, to read and enjoy say, the verses of Hafiz, some of which he may know and be able to recite from memory, to read the stories of Sadi, or to gather information on his pursuits which help him to earn his livelihood, he needs no persuasion. The thing is that he should be convinced of these possibilities.

I have often wondered if most of the reading materials written for adults is considered by them too childish for them to take serious interest in. From the moment they start to read and write they should enjoy the process of acquiring the new skill and feel a thrill of joy in the experience. At the end of it they should feel the pride of achievement. Only proper reading material and correct methods of teaching can bring about this experience.

Why a Library Service?

When once the rudiments of learning to read have been acquired and in the process the adults' interest has been roused, they will be craving for more reading material. Only a Library Service can meet this desire. If there are no adequate and properly graded books after the literacy course, I am afraid, it is waste of money and effort on the part of the authorities, and waste of energy on the part of the learner to become literate. Hence the importance and urgency of a well organized library service. This service has two functions: (1) to prevent lapse into illiteracy which is very quick, and (2) to give literacy a purpose and make it functional.

It should be recognized that, whereas a literacy programme is a temporary measure, a library scheme is a permanent one. We should look ahead, say to twenty years from now, when every adult is able to read and when there is no need to have a literacy programme. In fact, after a period of ten to fifteen years time, the literacy budget should be a decreasing one if the adult literacy programme has been a successful one. But the library scheme, which is bound to come, cannot and should not wait because we should prevent those who once have become literate from going back to a literacy class.

A Circulating Library

A village library need not necessarily be only for the new literate; it may serve also those who are already literate such as the children who have left schools. Hence the rural library caters to the needs and tastesof (1) the new adult literates (2) the children of the primary schools, and (3) the general literate public of the village. But each of these categories of readers should have books to suit them and the list of books should be reviewed periodically.

It is not enough just to have a collection of books, but new books have to be brought in regularly and this means a circulating library with a central library to supply books to the units.

How to begin this Library Service for the rural areas? I hesitate to suggest a plan because I am quite new to Iran and am, in fact, myself, one of the pupils of a literacy class learning Farsi. But I may be pardoned if I make bold to suggest a skeleton of a plan which, I dare say, my co-workers in the field who have better knowledge of the country will fill with flesh and blood.

I suggest, to begin with, to select one Ostan (province) where adult literacy classes have been conducted on a large scale for starting a PILOT RURAL LIBRARY SERVICE. The Shahrestans (sub-divisions of provinces) of this Ostan will have central libraries which send out 100 books at a time in a box. These boxes will be put in the elementary schools of villages under the charge of the adult literacy teachers who will be responsible to issue books to the readers of three categories as already mentioned: (1) those who are newly literate, (2) the pupils of the elementary schools, especially of the upper grades, and (3) the general literate public of the villages. This set of books or the box will be changed to a new one after a month and it is the duty of the supervisor to arrange this.

The Government of Iran Plan Organization authorities, I am glad to find, have suggested the creation of school libraries and public libraries. As has been pointed out in the Third Plan, local help is necessary to build up the library system. At the village level, too, the local village councils should be made responsible for the library and its management.

Are There Suitable Books?

The question of rural libraries raises a further question: Are there suitable books to fill these libraries? This difficulty has confronted all developing countries. There is always a small number, but more will flow in when a demand is created. When authors and publishers know that their books will be sold in large numbers to libraries, they will be encouraged to write and publish such books. Of course, a beginning has to be made by the Publication sections of the Ministries by issuing a few titles to show the kind of books required, the format, the type, and the illustrations necessary.

There have been exceedingly attractive books published for children by many a private firm. The same getup is necessary for books published for the neo-literate adults, but on subjects of their interest -- with not too much information, extra-bold type, matter arranged attractively, and beautiful illustrations.

A library helps the people to gather together, talk and discuss, and gradually it transforms itself into a center for community action. An Adult New Sheet published weekly will greatly help this activity. The news sheet, because it appears periodically, has a quality of newness and as such stimulates interest in reading. The news sheet should be illustrated, give a review of the weekly news, a serial story, extracts from great poets, folk songs, popular sayings and proverbs, reports of activities in neighboring villages and, above all, publish readers' contributions and letters.

Conclusion

I have tried in the above outline to show that an adult literacy scheme is incomplete without a library series and a library is the natural culmination of an adult literacy class. A library service gives the stimulus needed for literacy and at the same time strengthens it.

THE PROCESS OF COMMUNICATION WITH SPECIAL EMPHASIS ON AUDIO-VISUAL EDUCATION

Kambiz Mahmoudi*

I. Introduction and Background

The comprehension of audio-visual communication will be easier if we first look at the communication process in general. When we communicate we are trying to establish a "commonness" with someone. In other words, we are trying to share information, an idea, or an attitude. According to one of the better definitions of communication given by Schramm, communication always requires at least three elements: the source, the message, and the destination.[1] The source may an individual (speaking, writing, gesturing), or a communication organization (like a newspaper, television station, or motion picture studio). The message may be in the form of ink on paper, sound waves in the air, or any other signal capable of being interpreted meaningfully. The destination may be an individual (listening, watching, or reading), or a member of a group (such as a discussion group or a lecture audience), or an individual member of the particular group normally called the mass audience (the reader of a newspaper or a viewer of television).

Now what happens when the source tries to build up this "commonness" with his intended receiver? First he takes the information or feeling he wants to share and puts it into a form that can be transmitted. "The pictures in our heads" cannot be transmitted easily and effectively until they are coded. When they are coded into spoken words, they can be transmitted easily, but they cannot travel very far unless the radio carries them. If they are coded into written words, they go more slowly than spoken words, but they go farther and last longer. The above definition will be sufficient to demonstrate the process of communication in education.

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*Dr. Mahmoudi served as a resource person in the Seminar session on Curriculum and Teaching Materials and presented this paper in summary form at that session.

[1] Schramm, Wilbur, Process and Effects of Mass Communication. Champagne, Ill.: University of Illinois Press, 1960, p.

Communication is a social process and its importance in our modern life is worthy of being studied in more detail. Let us agree with Repoport who says that his "culture rather than the number of legs is what most clearly distinguished man from the other animals and plants." Korsybiski presents almost the same concept when he describes man as the "time-binding animal." Plants, he said, possess the "binding energy," but a sunflower on a sunlocked hill cannot, however, transplant itself nearer water to avoid dying of thirst. A dog can. A dog has a big advantage over a sunflower for it can "bind space." But man does these two things and is a "time-binder" as well. In other words, space-binding animals (living, able to locomote) seek the necessities of life such as food, shelter, and so forth. But man, the time-binder, is able, in addition, to transmit experience by the use of signs, and can thus interact with both his ancestors and his descendants over great periods of times. One of the experts of the field has even suggested that without language, man would never have developed anything even as simple as a stone axe, for the stages in development of such implements would have to accumulate over several generations, and this could only be possible in a time-binding animal.

Communication has a long past, but only a short history. Man has always been concerned with himself, and with how he influences and is in turn influenced by others through communication. But man has only recently recognized the value of a scientific approach to the study of himself and how he communicates. The importance of a scientific approach to communications studies has been frequently stressed in recent years by scholars representing a wide range of disciplines.

The communications enthusiast rightly points out that personnel, group, and international problems involve breakdowns in communication. But it is people who communicate, breakdowns are people breakdowns. There can be no doubt that "blocks" in the communication flow are responsible for many personal, interpersonal, and national problems. But what causes the "blocks"? Many factors are involved in this problem. Before discussing the matter from a general communication point of view, let us turn our attention to a particular form of this process, i.e., audio-visual communication.

AUDIO-VISUAL COMMUNICATION

Communication cannot be treated independently of behavior, because communication is behavior. In studying communication we necessarily find ourselves studying how man copies with his environment. In fact, man creates his own environment to a surprising extent, and significantly, through symbolic processes.

A sign is a trivial thing or event that is associated with a more important or more interesting thing, event, or condition. A recognition of this points out the truly amazing importance of signs for behavior, for signs make it possible to deal with things spatially and temporally distant and at the same time; signs make it possible to bring the future and the past into the present.

People communicate by making statements. The statements are signals or signs. These signs, in the strictest sense of the word, exist in the minds of people because their interpretation is based upon prior agreements. A statement becomes a message when it has been perceived by another person. Finally, when sender (source) and receiver (destination) can consensually validate on interpretation, then communication has been successful.

Messages are codified either in verbal or non-verbal forms. The verbal aspect of this matter is what we call "Language" and the non-verbal, which is usually made without verbal colaboration, is the focal point of a newly-developed discipline called "audio-visual communication." Unfortunately we in the field of audio-visual communication have not yet reached the point of agreeing upon one definition or an acceptable model of "audio-visual." But there is no doubt that "audio-visual" is an interdisciplinary approach which requires more effort and work before it can be defined in a full manner of terms. In brief, it can be said that in this field we are more concerned about the use of materials that do not depend primarily upon reading to [illegible] convey meanings.

If we examine the elements of communications once more (i.e., source, message, and destination) we will note that it is difficult, if not impossible, to expect that the intended messages be perceived by the destination exactly as had been intended by the source. This fact is due to an important element in our process which we call "noise". Noises are those external factors which are not a part of the message and in a more technical term they may be called intervening variables. Noise could be of a semantic, mechanical, or electronic nature. A communicator can very well overcome this problem by the procedure of redundency or, to use a simpler term, by repeating his message. One important practice in this respect is the use of more than one form of presentation. In the audio-visual terminology this is called "the cross-media approach," that is, the use of several media for presenting one single idea. This idea has, of course, certain limitations. We do not mean that sensory materials must be introduced into every teaching situation, nor do we mean that teachers should scrap all procedures that do not involve a variety of audio-visual methods. But educators have found that many teaching problems can be solved through the use of multiple methods of communication. In this procedure it is the responsibility of the source (sender) to frame his message in a form readily transmitted and in a fashion understandable to his receiver. Otherwise there will be a breakdown in communication no matter how sincere the efforts of the sender and the receiver.

GOOD TEACHING AND AUDIO-VISUAL COMMUNICATION

Audio-visual materials must be seen in their relationship to teaching as a whole and to the learning process as a whole. Until one understands these relationships, one cannot be expected to make intelligent or fruitful use of these new techniques, which offer so much help in the daily work of the teacher. Above all, it must be realized that audio-visual methods form only one of several groups of promising methods designed to improve teaching.

Why is it worthwhile to master the use of audio-visual materials? Because these materials, properly used, offer great opportunities for improving learning. This is not merely the best reason; it is the only practical reason.

Whenever an adult and a young child or an adolescent undertake to have experiences in common, certain differences may become sharply apparent -- differences in what each brings to the new experience. Teachers, being older, have had much more experience than their students. And not all the students have had the same experiences. Those of boys differ from those of girls. Children who have been reared on farms are unfamiliar with certain matters that are commonplace to urban children, and vice versa. Barriers to communication can also sometimes be traced to differences in socio-economic background.

These limitations present two basic problems for both the teacher and the learner: (1) How can the time and space that we have personally experienced be made more meaningful to us? (2) How can we be helped to enjoy an experience at second hand that has been a first-hand experience for someone else? The word *vicar* comes to mind here. A vicar is a substitute, a deputy, a representative. An experience enjoyed through sympathetic participation in the experience of another is called a *vicarious* experience. In learning to use his lifetime and his life-space to be at advantage, the student makes use of every effective means at his disposal. The teacher's job is to help him learn how to do this, initially with a good deal of dependence upon the teacher and later with the student's increasing responsibility for his own learning.

But if the teacher is to be sympathetic and explain things well, he too must use his life-time and life-space effectively. His "sympathetic participation" should have led him to know farmers, taxidrivers, salesman, lawyers, factory workers, businessmen. This is not easy, of course. It means using one's summers, one's vacation, to explore directly the lives of persons unlike himself. Such direct experiences may be difficult to obtain; hence vicarious means must also be used. We can find out what farmers or salesmen do and are by talking with them sympathetically. We can read books and articles. We can learn through discussions with informed persons. We can learn by seeing an educational or documentary film. We may watch a television program or may listen to a radio program and get our information. Our school children can learn from all these materials too.

WHAT ARE AUDIO-VISUAL MATERIALS?

Audio-visual materials include a variety of materials such as visual symbols, flat pictures, recordings, radio broadcasts, motion pictures, television, exhibits, field trips, demonstrations, and the like. These materials must be used purposefully and according to the best findings of experimental research. Audio-visual materials are not useful if the teacher does not use them properly and correctly. Advantages and disadvantages of each must be studied thoroughly. Characteristics of the audience (students) must be known, and the technical limitations of each must be recognized.

According to research findings, audio-visual materials, when used properly in the teaching situation, can accomplish the following:

1. They supply a concrete basis of conceptual thinking and hence reduce meaningless word responses of students.

2. They have high degree of interest for students.

3. They make learning more permanent.

4. They offer a variety of experience which stimulates self activity on the part of the learner.

5. They develop a continuity of thought; this is especially true of motion pictures.

6. They contribute to growth of meaning and hence to vocabulary development.

7. They provide experience not easily obtained through other materials and contribute to the efficiency, depth, and variety of learning.

PUBLISH WHAT PEOPLE WILL READ

Paul T. Luebke*

Once at an international conference of sorts it happened that book editors from the United States, England, France, and Germany were discussing the relative merits of typical publications from their respective countries. At length they agreed to test their theories by each preparing a book on the topic of elephants. Each appeared at the second conference some years later with the fruits of his labors. The American drew from his pocket a twenty-five-cent paper-bound edition of Ten Easy Ways to Raise Bigger and Better Elephants. With a look of disdain at his American colleague the Britisher proudly displayed his leather-bound, gold-embossed, two-volume Treatise on the Scientific Study of the Pachyderm in Its Natural Habitat. Winking discreetly at his colleagues, the Frenchman produced a dainty silk-and-satin volume entitled, The Lives and Loves of the Elephant. Unimpressed with anything he'd seen, the German haughtily unpacked his fourteen-volume work: Introduction to the Study of the Animal Called the Elephant.

We are not here concerned with promoting or advocating any particular type or style or publication. Rather, we hope to find a common ground - general principles which apply to the preparation of printed materials regardless of the culture or the country for which they are intended. Although "printed materials" is a term broad enough to include books, pamphlets, folders, brochures, charts and posters, magazines and newspapers - anything that comes off the printing press - this paper will deal only with books and pamphlets, simply for the purpose of delimiting the topic, and emphasis will be placed on semi-literates or new literates in developing countries as the reading audience.

There have been countless books and pamphlets written for people with meager education which have not been read simply because those who produced the materials did not know how to write and publish for their intended audience. Just because a doctor is an expert on a particular disease, for example, he is not thereby necessarily qualified to prepare a pamphlet for semi-literate villagers on the prevention of the disease. If we wish to communicate ideas by means of printed materials, we must take care that what we print can accomplish its mission.

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*Dr. Luebke served as a resource person in the Seminar session on Curriculum and Teaching Materials and presented this paper in summary form at that session.

Although the literature on techniques of writing and preparation of printed materials would fill several libraries, this paper is an attempt merely to touch briefly on some of the major considerations which need to precede the preparation of effective printed materials for new literates.

The primary consideration, once it has been decided to prepare printed materials, is that we must publish what people will read, not what we feel they ought to read. At the risk of overlooking or ignoring what others might consider to be major factors in the preparation of effective printed materials, I propose the following list of essential matters to attend to when you attempt to publish what people will read:

1. Be sure that you understand the social, cultural, and educational background of your intended audience.
2. Find out what your prospective readers know, think, feel, and do about any topic on which you plan to write.
3. Fit your proposed topic into an over-all educational plan.
4. Consider readability factors and style of writing.
5. Understand the function of illustrations.
6. Plan the publication with other members of your publication team.
7. Prepare the manuscript and the illustrations.
8. Pre-test your materials.
9. Go to press.
10. Distribute, retest, and revise your materials.

There are, of course, many other points which might be added, but here we can only hope to touch the highlights and point out the painstaking care required if we wish to publish what people will read.

I. KNOW YOUR AUDIENCE

One of the major problems of education and communication in a developing country concerns villagers, that portion of the population which is generally uneducated or poorly educated.

With these people we are dealing, by and large, with illiterate or near-illiterate people. If we wish to reach them we need to ask whether we know their educational level, their true literacy rate, as well as their existing reading habits. Let us assume that we wish to attack the problem of illiteracy; we need first of all to get statistics on the number of illiterates. Let us assume further that army statistics show approximately fifty per cent of new conscripts to be illiterate. This is a good round figure to use - so, we're inclined to say, "Half the people can read and write; this is certainly enough of a base so that reaching the rest will not be an overwhelming task". But hold on! Let's take a closer look. This percentage represents a selected group, all the same age, and from cities as well as rural areas.

Sociological research findings based upon general population census data generally show that the level of literacy in developing countries is not nearly as favorable as the fifty per cent figure we might accept at first glance. The data almost invariably show that in such countries a national average of less than twenty-five per cent of the population as a whole is able to read and write, and in many countries the situation is far less favorable.

Well, we say, even if only twenty-five per cent of the people can read, we can make a good start there. But can we accept this figure? Much of what we want to teach with regard to health and hygiene, sanitation, homemaking, and the like must be directed toward the women of the village. Unfortunately, statistics again almost invariably show that the ratio of literate women to literate men in villages is very low, perhaps two or three literate women for every ten literate men. In other words, fewer than one-fourth of literate villagers are women.

But let's not give up! Surely we can start here. But one final question: Are the people who have learned how to read still in the habit of reading? Again, statistics seem to be against us. Various sociological studies show that in typical villages no reading whatever is done by most villagers who have learned to read, largely because there is nothing for them to read. Experience shows that it does not take long for new literates to lapse back into illiteracy if no use is made of the reading skill. Thus, although national averages can only suggest the circumstances likely to exist at any given locale, careful analysis of our statistics probably will point out that our potential reading audience may be an extremely small part of the general population - probably much smaller than we expect.

There are many other cultural considerations as well. What are the villagers' attitudes toward "outsiders" who come into the village to help them? Are certain topics taboo? Will those who can read pass on their knowledge to others? Is the villagers' characteristic spirit of resignation too strong to permit changes in traditional behavior? Have there been unsuccessful attempts at adult education in the past which might affect the villagers' attitude? These and similar questions need to be considered when planning a publication program.

Certain factors concerning printed materials for our intended audience, however, need no investigation. Experience around the world has shown that to gain readers we must offer what is important to the everyday life of the ordinary person, and that an easy-to-read, carefully-illustrated book which teaches a simple idea by means of an interesting story has the best chance of success.

2. FIND OUT ABOUT YOUR READER AND YOUR TOPIC

When you are satisfied that you know your intended audience, move a step further and make sure you know what your reader knows, feels, thinks, and does about the ideas you wish to communicate. Suppose that you plan to prepare a pamphlet on the prevention of typhoid fever or some other disease which may be introduced into the system by means of food or drink. Ask yourself these questions:

a) Does the reader know that water which looks clean may nevertheless carry disease? Does he know that infected persons must be isolated? If not, your topic may be premature; it will be necessary first to communicate the more basic ideas to him.

b) Does the reader feel that any sickness is simply the will of God and that he can do nothing but resign himself to his fate? If so, it will be necessary to educate him first to the fact that disease and the spread of disease can be prevented, and that it is rather the will of God for him to take necessary precautions.

c) Does the reader think about cause and effect; does he on the basis of his experience relate the spread of typhoid fever with contamination of food or water? If not, it will probably be necessary first to help him analyze what happens when disease strikes a community.

d) Does the reader act in accordance with basic rules of hygiene? If not, you face the task of training him first to provide pure drinking water, to discard the common drinking cup, to revise his food-preparation and utensil cleansing habits, to be concerned with personal hygiene.

We could cite examples ad infinitum. The simple fact is that your reader will not accept or profit from printed materials on any given topic unless he is ready for it, unless he knows, feels, thinks, and acts with regard to the topic as you assume that he should. And this leads to the next point: Fit your proposed topic into an over-all plan.

3. FIT YOUR TOPIC INTO AN OVERALL PLAN

It is a waste of time, money, and effort to prepare books or other printed materials on topics at random without considering the relationship to other education materials. You run the further risk of alienating your audience; if they have experienced several attempts on your part to give them books they don't want or don't understand, they'll think twice before accepting other materials from you.

Your entire education program should be integrated - including lectures, extension advice, movies, charts and posters, books and pamphlets, and the like. Plan the program so that it presents a step-by-step unfolding of essential knowledge. Use whatever medium of instruction is best suited for each step, but be sure that you have a well-rounded program to present. Those persons who are sophisticated enough to know and act according to your basic program of instruction can skip over it and proceed to other materials.

Of course, a program of literacy training cannot stand in isolation. You need to be aware of programs of general adult education, community development, health education, agriculture extension, and the like. Since all these programs are aimed at the same audience, you must know what others are doing and integrate the various programs as much as possible. At least, you must be certain that your programs do not run counter to one another.

4. CONSIDER READABILITY AND STYLE

Writers of materials for popular education programs frequently hold misconceptions concerning the reading task. Among these misconceptions are the following:

a) That once an individual has learned to recognize the letters of the alphabet and is able to utter the appropriate sounds, he can read.

b) That because a word happens to be within a person's spoken vocabulary he can automatically recognize and read it.

c) That what sounds simple to the writer will be simple and easily understood by the reader.

d) That everything written and published must be in the best literary style and make use of only "correct" vocabulary.

e) That a topic must be fully and completely covered in every detail to become an acceptable publication.

I say that these are misconceptions because experience has shown that books written on the basis of these ideas generally have been unsuccessful.

"Reading" implies the ability to interpret printed symbols in order to get meaning from them - not merely the ability to produce a series of sounds. A person who can recognize the letters of the alphabet and formulate the sounds does not necessarily get meaning from these sounds. Anyone who has listened to the labored efforts of such a person in his attempts at reading cannot fail to recognize this fact. Take for example a simple sentence in Turkish. I've heard attempts that sound like this:

"beh-ü-geh-ü-neh-i- sheh-leh-eh-reh-eh-reh-keh-eh-neh-deh-eh-neh-beh-i-teh-teh-i".

For the reader there is little, if any, relationship between the cumulative sounds of the letters and the sounds of the words in the sentence, "Bugün isler erkenden bitti". ("Today the work was finished quickly"). After the letter-caller has struggled laboriously through what looks to us like an extremely simple sentence, every word of which certainly is in his spoken vocabulary, he is still at a loss as to what the symbols are supposed to mean. Granted, countless persons have indeed learned to read by this method, but think of the frustrations involved and the tremendous perseverence and concentration necessary to gain reading skill by this means. Few new readers can take it

Widespread experience has shown that the development of reading skill is more successful if the reader is helped to build up an initial sight vocabulary of familiar words. He sees the same word again and again in various contexts and soon learns to recognize the word at sight. Each new word and word form is similarly introduced carefully and individually with the help of pictures and context clues. When the reader has developed a basic sight vocabulary, he is taught to use the phonetic approach as a supplementary word-attack skill.

Although it is probably unwise for me to make only several such broad, general statements with regard to a particular method of reading instruction, we cannot discuss it further here. Suffice it to say that we need to know which words and word forms are most frequently used in a language so that we have a basis on which to build a functional sight vocabulary.

An example of linguistic research which served as a basis for a literacy training program is that carried on in connection with the Turkish Armed Forces Literacy Training Project. Based on a count of approximately 250,000 recorded words spoken by illiterate or semi-literate persons and verified by comparison with a sampling of nearly 2,000,000 running written words, the resulting list of 700 word stems accounts for more than ninety per cent of the stems counted. This means that the basic list of 700 word stems includes nine out of every ten words used by persons from whom the sample was gathered. This list of words, then, which represents the bulk of the spoken vocabulary of illiterate or semi-literate villagers, can serve as a guide for the selection of vocabulary to be used in publications for the village

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[1] Joe E. Pierce, A Frequency Count of Turkish Words. Ankara: Ministry of Education Materials Development Center, 1962.

audience. Again, it cannot be emphasized too strongly that the words must be introduced into the written material carefully so that the meaning is immediately clear, and thereafter repeated again and again.

With a word list as a guide we will avoid such flowery language as used in the following sentence, because most of the words are not commonly used and would be absent from the list. A doctor or other educated persons would probably understand me if I say, "The physician's sedulous application of conventional diagnostic techniques elicited conclusive evidence of infestation by anopluriform parasites". But the word list would help us to use a clear simple statement for the unskilled reader: "He had lice".

But there is more to a simple style of writing than the vocabulary. Sentences must be brief and to the point, without numerous modifying phrases and clauses. A person who is not highly skilled as a reader cannot retain all the strands of thought in a lengthy, complex sentence and get the complicated meaning intended by the writer. If you follow closely, you can get the ideas intended by the writer of this sentence: "In spite of every precaution which had been taken during more than two weeks' care that left everyone exhausted, the poor boy's illness took a turn for the worse and the saddened family stood silently by as life ebbed slowly from his body." How much easier is it to keep the ideas straight and to understand them by means of a series of short, single-thought sentences: "Two weeks passed. Everyone helped. They were all very tired. But the boy became sicker. The next day he died. Everyone was sad."

"Style!" you say, "the style is terrible, it's stilted!" Stilted for whom? For the educated, sophisticated reader, perhaps, but definitely not for the unskilled reader. He will read, understand, and be satisfied. I do not mean to imply that good writing should be tossed to the winds, but it resolves down to this: If we need to choose between high literary style and short, clear sentences, we really have but one choice. We can introduce our readers to better literary style when their reading ability improves.

Similarly, purists tell us that we simply dare not use certain words because they are not "correct", even though they are used by common village people whenever they speak. Our first objective is to be understood in what we have to say, and if this requires using an occasional word which bears the taint of slang or colloquialism, again we have no choice but to use it. Perhaps we can teach the more acceptable term along with the more common one, but we cannot communicate with people if we cannot use the language they speak.

Further, we should use direct speech and the active voice when writing for unskilled readers. (In fact, this is not a bad rule to follow when writing for any type of reader.) Instead of saying, "It was observed that he had some sort of disease", come out directly and say, "He was sick." Rather than "The books were given out by the teacher", use the active voice: "The teacher gave out the books."

5. KNOW WHAT ILLUSTRATIONS CAN DO FOR YOUR PUBLICATION

In the past, book illustrations have too often been thought of simply as decorations, as something to dress up an otherwise drab looking publication. Pictures were placed whereever there happened to be space on a page, with no particular reference to the text. There can be no question that illustrations serve a useful purpose if they make a book more attractive, but they must do more than this in printed materials which are supposed to be teaching tools. They should be integral parts of the book, serving (a) to provide further information and detail not contained in the text, and (b) to explain the text and relate it to the experience of the reader. These purposes make the use of illustrations of utmost importance in printed material for persons who have limited reading skill. Because the reading vocabulary of the unskilled reader is much more limited than his speaking vocabulary, and far below his level of understanding, illustrations are used to supply what the text cannot. For example, it would be impossible with a limited vocabulary to describe in detail what goes on when a health officer vaccinates against a given disease. A well-planned picture and a minimum of text can present the necessary information. Similarly, apprehension, joy, sadness, remorse, and similar emotions, which could not possibly be described adequately in the text, are communicated clearly by means of appropriate pictures.

Of course, if pictures are to be integral parts of the book, they must be conceived of and planned at the same time that the text is developed. The writer and artist must work together as a team in one of two ways: the two may develop the book together, from the outset, or, if the writer is capable, he may envision the necessary pictures and call on the illustrator to produce pictures according to his exact and detailed specifications. The method which works best will depend upon the individuals involved.

It is difficult to attempt a complete list of principles concerning illustrations because they will vary with the type of publication and with the persons involved in their preparation. However, when you plan illustrations, bear in mind the following:

a) The illustration should be planned as an integral part of the book, with specific teaching aims - not simply as an afterthought added to dress up the appearance.

b) The illustration should take into account the knowledge and past experience of the intended audience so that the reader (not the writer's colleagues) can understand and interpret it and relate it to the text.

c) The illustration should be placed on the page in relation to the text in such a way that the reader cannot overlook it.

d) The illustration should be specific in its treatment so that dual interpretation or secondary inference is not likely.

e) The illustration should be completely accurate.

f) The illustration should avoid pictures of objects or actions which are taboo or offensive to the intended audience.

g) The illustration should be limited to essential objects so as not to confuse by unnecessary detail.

h) The illustration should be presented realistically if color is used. (Full color is desirable, but also very expensive. If only one color plus black is used, great care must be exercised because unsophisticated readers do not accept red grass, green hair, blue trees, or whatever may occur through careless use of color.)

Further discussion of these guidelines is not possible here. However, one important point should be stressed - your artist must be as thoroughly familiar with your intended audience as your writer.

6. PLAN YOUR PUBLICATION

At least four people are involved in the final planning of an effective publication:

a) The editor, who knows the over-all aims, objectives, and methods of your educational plan and who is familiar with layout, design, art techniques, and printing techniques to be employed. (He may be assisted by a designer or art director who is especially concerned with the art and design.)

b) The technical expert, who is responsible for checking that information of a technical nature is accurate in both text and illustrations.

c) The writer, who is skilled at writing specifically for your intended audience.

d) The illustrator, who knows your intended audience, and who knows how to prepare artwork for various printing techniques.

In practical situations it probably will not be possible for you to find teams composed of all the necessary experts, but bear in mind that these functions must be carried out by someone who, if he does not have the necessary qualifications at the outset, will need to acquire them.

Of course, your plans must include consideration of how the book is to be distributed and used. Is it to be sold, or distributed free of charge? Is it intended to circulate among many readers, or should each reader have his own copy? Is the book intended for use in classes, or as individual reading? Will the book be introduced to the reader by a teacher, a health officer, or an extension worker, or will it simply be handed to him? Will the book be used in connection with movies, posters, lectures, discussion groups? The answers to these questions, obviously, will affect the nature of your publication.

Experience in many countries suggests that books intended for new literates should be brief -- about 24 pages -- with one uncomplicated central theme in the book and no more than one single incident per page. Fifty per cent or more of the book should be devoted to illustrations which support and extend the text, and the text, set in large, readable type, should be arranged so as to facilitate meaning: each line of type should not necessarily extend to the margin, but it should break wherever the thought of the passage naturally pauses. Of course, as reading skill increases, transition to the more difficult conventional format can be effected.

An additional area to consider in planning is design and layout. A costly misconception held by many persons is that in the interest of economy no space should be "wasted" in printed materials. Countless thousands of persons learning to read have been discouraged because the books they have tried to read appear to them to be too formidable. The unskilled reader needs to be convinced that a book is not too difficult for him, and he needs to feel frequently - in fact, every time he turns a page -- that he has accomplished something. We can accommodate the reader along these lines with attractive, open pages, with wide margins and plenty of "white space". The importance of the psychological factors involved in helping the reader in this way fully warrants the additional necessary expenditures for paper.

Book-production teams must be aware of the ways in which materials are printed, and plan accordingly. They must know the size of the sheet on which the book is to be printed, the number of folds possible or desired, and the ultimate size of the finished book. Depending upon the size of the page and the size of the press to be used, it is ordinarily most economical to plan in terms of sixteen page forms, eight pages on each side of the sheet. In planning, a "dummy" of the book needs to be prepared so that all members of the production team can visualize the general layout and appearance of the book. The "dummy" is made up of the exact number of pages as the finished book (including the covers if they are to be printed on the same paper as the body of the book); it shows in rough sketches how each page of the book will be laid out. Of course, if a separate cover on stiffer paper is planned -- and this is always desirable -- the covers will be printed separately and added to the body of the book.

Finally, of course, although we can do no more than mention it at this point, you will need to consider the cost of your intended publication and either plan your budget to fit your publications or plan your publications to fit your budget.

7. PREPARE YOUR MANUSCRIPT AND ILLUSTRATIONS

When all detailed planning has been completed, you are ready to go to work in earnest. As is evident from what has been said, this is not an easy task; it requires close cooperation among editor, writer, technical expert, and artist, and constant checking and rechecking. When all are satisfied that the integrated text and illustrations are ready in draft and sketch form, we move on to the next step.

8. PRE-TEST YOUR MATERIALS

Before we go to the expense of preparing final artwork and of printing and binding our publication, we need evidence that what we have prepared will actually be read and be useful. We need to know if our intended readers are interested in our book, if they can read and understand it, if they believe that the subject is important to them, and finally, if the book gives promise of helping them change their ideas and habits as we anticipate.

Ideally, a publication team should include a research department which can conduct carefully controlled experiments to elicit this information. Lacking such experts, the least we should do is to select a number of typical readers and record their reactions to a preliminary copy of the book (including typed or hand-lettered text and detailed artist's sketches). Reactions should be recorded on the basis of an interview which asks such questions as:

a) Did you read the book? (If not, why note?)

b) Is there any part you did not understand or that wasn't clear to you?

c) Did you like the story? (If not, why not?)

f) Which part did you like best? Why?

e) Do you like the pictures? (If not, why not?)

g) Did you read the story to anyone else? To whom?

h) Do you think others would be interested in the story?

i) If you were to tell the main points of the story to someone else, what would you say?

You cannot, of course, find out in advance whether your book will change the attitudes and habits of your readers, but answers to questions such as those listed above will suggest errors and areas of weakness which need to be corrected, and they will give you some clue, at least, to the possible effectiveness of your book.

9. WORK WITH THE PRINTER

At long last, when necessary revisions have been made, and the artist has prepared final artwork, you are ready to go to press. But the job is by no means out of your hands. Your production team, through the editor, must give detailed instructions to the typesetter concerning size and style of type, length of line, spacing, and the like, and you must instruct the engraver with regard to size and dimension of pictures. Galley proofs must be read and marked for corrections by writer and editor and the entire production team must check engraver's proofs.

When all corrections have been made, you should make a "paste-up dummy" of the book, that is, paste the type and pictures in place on each page in order to check that everything is as planned. Then, finally, the printer can get the presses rolling.

10. DISTRIBUTE, RE-TEST AND REVISE YOUR PUBLICATION

There is an old saying which says, "The proof of the pudding is the eating thereof." So also, the proof of the value of your printed materials is the reading and use thereof. When the materials have been distributed and put into use according to your plan, you should make a careful, long-range study of how the book is accepted and used. Get reactions of a broad cross-section of your readers to questions similar to those used in your pre-test and, when sufficient time has elapsed, determine whether your book has been successful in helping to change people's attitudes and habits. Then note the shortcomings of your book and either discard or revise it so that you can provide your readers with the most effective printed materials on a continuing basis.

IN CONCLUSION

Publishing for new literates is an exceedingly complex task. Countless groups all over the world have risen to the task and have experienced varying degrees of success. There can be little doubt, however, that those who have been unsuccessful have failed because they have ignored or overlooked one or more of the ten basic matters outlined in this paper which must be attended to by those who wish to publish what people will read.

TEACHER TRAINING AND PERSONNEL SELECTION

Touran Ehteshami*

It is almost a year that the new program of the Land Reform has been introduced to the people of Iran by His Imperial Majesty the Shah. The introduction of this program has made many responsible people aware of the fact that if the three-fourths of Iran's population which is illiterate wants to become intelligent producers and better citizens, they have to become literate. For this and many other reasons we teachers believe that any program for the improvement and development of Iran depends to a great extent upon education. Furthermore, a literacy training program must accompany any other program that deals with such problems. We teachers also see where we come into the picture of this vast area of activities.

Nobody can deny that one of the most important factors leading to success in a development program is education of the people concerned and involved in it. Unless the recipients of the land, the freedom, and all other blessings which go hand-in-hand with the land reform are educated enough, they can not fully appreciate or develop this program to its full capacity.

To us Iranians it is clear that our first step in the road to progress is to fight illiteracy in rural and urban areas and then to carry on an extensive educational program for our less educated brothers and sisters. Of course, we hope to integrate a great deal of education with our literacy campaign but, nevertheless, our immediate and urgent need is development of an effective literacy program.

Today, I should like to discuss briefly the implications which a literacy training program holds for the area of teacher training. I should like to base my discussion on the following seven questions:

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*Miss Ehteshami served as a resource person in the Seminar session on Teacher Selection and Teacher Training and presented this paper in summary form at that session.

A. Is the Primary School teacher handicapped as a teacher of adult education classes?

B. What other literate persons that may be drafted to assist in teaching adults?

C. Could university andrhigh school students be of service during their vacations?

D. What training is needed and for what period of time?

E. What subjects should be included in the course content?

F. Does the personality of the teacher play an important role in his selection? What are his duties and responsibilities?

G. What initiative should the government take in training teachers?

Before any training of any kind begins, the teacher trainers should be clear about the aim or aims of education and training, in order to be able to plan the ways and means of reaching or attaining those goals.

Adult education in this era has more than just the one aim of teaching the alphabet to men and women. It has other purposes such as the following:

1. To help adults acquire basic skills such as the 3 R's.

2. To help adults become better citizens and to become better producers and consumers.

3. To help adults to better their own and their dependents' living conditions.

4. To help adults understand the outside world, especially the impact of scientific developments and new social values.

I think we can all agree that the training of teachers for adult education must somehow be different from the training for ordinary school teaching or from training in the methods used in secondary or elementary classrooms. We shall now go back to our seven guide-line questions and discuss our problems as well as the suggestions offered for each part:

A. Is the Primary Teacher Handicapped?

The answer is "yes" and "no". "No", because as a teacher his business is teaching; he should be able to teach in different situations. And "yes" because:

1. The primary teacher, if trained, has been trained and has been using his training with elementary children and not adults. There is a great deal of difference in teaching these two groups. (It should be mentioned at this point that so far in Iran no secondary school teacher has ventured to teach in adult education classes; that is why in this discussion we mention the elementary teachers only.)

2. The primary teachers who, as graduates of secondary schools are the better-educated teachers, are younger than the adults they are to teach. Those who are older are in most cases neither well educated nor well qualified for the job. (The question of relative ages of teacher and learner is an important sociological factor in Iran.)

3. Young teachers have neither the training nor the patience to work with illiterate adults. The teacher's work so far has been full-time teaching in the primary schools. If he wants or needs extra money he may apply for a part-time job (usually after his day's work) in one of the adult education classes. This practice has not been very beneficial to the teachers, although their adult students have definitely learned how to read and write.

4. Another handicap of young elementary school teachers is reluctance of the adult pupils to study under them. This might be due to shyness, pride, prejudice, or other personal reasons.

Suggestions. Procedures for the selection of primary school teachers to serve as teachers of adult classes need to be improved. Candidates should not merely be in need of additional money which can be earned, but they should give evidence of real interest in, and qualifications for, the work of teaching adults. In addition they must be willing to participate in special training classes.

B. Other Literate Persons Who May Be Drafted for the Work.

Certainly there are many other literate persons, particularly in urban areas, who might be enlisted for the work of teaching illiterate adults. These can be found particularly among members of the various women's groups who have time to devote to such activities. When such people volunteer as teachers they must be screened so that only those with the following qualifications will actually be permitted to teach:

1. A sincere interest in teaching and in helping others.

2. Willingness to participate in training courses.

3. Determination to take the job seriously and to take pride in the work.

4. Faith in ultimate results to be achieved toward the progress of human beings.

5. Ability to show respect for fellow human beings who are less fortunate.

Suggestions. Volunteers need to participate in training courses which emphasize the qualities referred to above. Particularly their initial teaching efforts should be closely supervised for the purpose of improving their skills as teachers of adults. Volunteers who cannot devote sufficient time for regular teaching duties should be used as resource persons and supporters of the program.

C. High School and University Students as Teachers of Adults.

Especially those students who indicate that they wish to become teachers should be enlisted as volunteer teachers. They will thereby gain experience while they are still students and as a result will be better trained when they become regular teachers after their graduation. The same qualifications as suggested above apply to student volunteers, but because of the youth of the students, special emphasis must be placed on selection of mature students.

D. Training Courses

It is clear that there must be special training courses for preparing those who wish to teach adults, whether they are trained primary school teachers or volunteers of one sort or another. However, the following general considerations should be borne in mind with regard to these courses:

1. There should be separate training courses for the

various types of teachers (i.e., primary school teachers, students, volunteers) because their backgrounds are markedly different.

2. The courses should not be extended over a long period of time, but concentrated and to the point. They should be of six to ten weeks duration.

3. Instructors must be well qualified in the area of adult education and should be chosen well in advance of the outset of the courses so that they can make special preparation for teaching them.

4. Those responsible for the courses must plan the entire program, the course content, time schedules, and the like, well in advance.

5. There should be careful supervision of the teacher training classes by those responsible for the courses.

6. Initial training courses should be followed up by a planned program of in-service courses.

7. Special training courses should be conducted for the supervision of the adult education classes.

E. Course Content

As noted above, those persons selected to teach adults must possess an interest in teaching and particularly an interest in and an understanding of adults and their needs. The special training courses for those who are to teach adults must be slanted toward the special problems of teaching this type of learner. In general, these training courses will include the following:

1. Psychology and sociology of rural illiterate people. (This applies also to those who will teach in cities because many of the urban illiterate adults have lately come from the rural areas. Of course, the content for those who will teach in cities will be modified to deal with the special psychological and sociological factors affecting the urban illiterate adult.)

2. Educational psychology, with emphasis on adult learning.

3. Methods of teaching the 3 R's and other school subjects to adults.

4. Methods of using audio-visual and other teaching aids.

5. Aims and objectives to be achieved in teaching adults.

6. Special study of the needs of adult learners (social, physical, mental, political, occupational, agricultural, and the like).

7. Individual professional guidance to the teacher-in-training by the course instructor.

F. Personality of the Teacher

Educational textbooks are full of the desirable qualifications which any teacher, whether for young children or for adults, must possess, such as integrity, leadership qualities, proficiency in subject matter, imagination, and the like. But the teacher of adult classes needs more than these ordinary qualities; he needs to have a thorough understanding of the problems and conditions, the hopes and expectations of those he will teach, and the ability encourage and assist them in the face of adversity and frustration.

The farmer or the carpenter or the housewife who is ready to devote time and effort to attending a literacy training class comes full of hopes and expectations. He considers literacy as the key to success and the teacher of the class the personification of all his hopes. The adult learners' expectations, though all basically the same, vary in specific detail. The farmer dreams of being able as a result of his newly-acquired literacy to produce more crops and thereby earn more money. The artisan dreams of better job opportunities, increased wages, and better living conditions. The housewife dreams of a better home, healthy family, and educated children. All these dreams depend for fulfilment on the teacher who will help the learners become literate; he must at the same time be sympathetic, helpful, and encouraging and also be the realist who skillfully points out that literacy alone is not some sort of magic, that perseverance and hard work must go hand-in-hand with literacy skill to make the dreams come true.

Of course, we know that the high expectations of the illiterate learners are not justified. But whether we educators accept the fact or not, the seventy-five per cent of our population which represents the illiterate group heartily hold to such expectations. Perhaps the best example of their faith in education is that the desire of illiterate villagers to send their children to school is unquenchable. It is therefore imperative that the teacher who goes into an adult class not only know how to teach the alphabet,. but that he have the personality which will equip him to meet these expectations. The successful teacher must possess personality traits which will enable him to:

1. Maintain a friendly and sympathetic attitude at all times.

2. Help the adult learners see that literacy alone cannot improve conditions, but rather that literacy skill enables them to gain more knowledge in their work which in turn will help them improve their lot.

3. Guide the learners to the realization that they are members of the community and as such they have a need to know and understand their country, its people and history, and the need for cooperation within the country for the betterment of living conditions.

4. Stir the learners to the realization that literacy is a means rather than an end to the realization of their expectation. For example,

    a. they should be led to see that reading and writing will help them have better communication with others and will enable them to read newspapers and to understand what they hear on the radio,

    b. they should be led to realize that education will enable them to contribute to the overall development program of their country,

    c. they should be shown that their own education equips them to encourage and assist their own children in their studies so that their children's future might be brighter than their own,

    d. they should be helped to realize that their education will enable them to be less dependent on others,

    e. they should be lead to see that education makes it possible for them to become better citizens of their community.

One may very well ask what all this has to do with the personality of the teacher. Books on methods of teaching usually refer to the subject matter of specific courses and how to impart this knowledge to the students, but the books do not refer to the kinds of things mentioned above. We expect that the teacher condidates selected as teachers of adults will have the necessary general knowledge, but he must also have enough good common sense and the personality traits necessary to persevere and to impart the proper attitudes to the adult learners along with the academic subjects. With such a personality the teacher will be successful as a teacher of adults even if he is weak as a teacher of subject matter. The personality of an adult class teacher is a more conspicuous factor than his knowledge or skills. Experience has shown that this is a fact that cannot be denied.

G. What Initiative the Government Should Take

The government should take the initiative in organizing programs of adult classes, including literacy training, on a nationwide scale. It should also take the initiative in establishing courses for training adult education leaders and teachers in various centers throughout the country. This will awaken citizens to a recognition of the great need in this respect and encourage volunteers who are willing to become teachers.

The government should encourage the training of local people for service in their own communities and of supervisors from provincial areas for work in their own provinces. Supervision in any field of training can be much more useful if exercised on a local basis than if supervisors and teachers are sent to remote villages from the large cities. Local persons who feel responsible for the betterment of their own communities can serve much more effectively than outsiders without ties to the people and families or to the community at large.

Teacher training, preparation of course content, and the preparation of teaching materials and teaching aids should be in the province of the central government, although local initiative in these respects within the general framework set out by the central government should be encouraged. Only the central government is in a position to coordinate activities and provide harmony and unity among the varied situations throughout the country in order to develop unified programs.

CONCLUDING REMARKS BY DELEGATES

Mr. Hasan Serinken (Turkey)

I would like to thank CENTO for bringing us here together specially for the purpose of exchanging views in order to identify the problems of illiteracy in regional countries. I myself have derived much benefit from the conference, and for this, and the opportunity of making new friends, I am grateful to CENTO. I would also like to thank all our Iranian colleagues; they have helped us a great deal during our stay in this city with their generous hospitality and many acts of kindness. I believe that our meeting together here has been both valuable and successful.

Dr. Donald Burns (United Kingdom)

One of the things that stands out about this meeting is that we have got to know each other, and also got to know the needs of the regional countries. I personally have derived much benefit from my stay in Tehran, and have certainly extended my own knowledge of literacy problems in the regional countries. I have greatly enjoyed my contacts with other delegates, and with the representatives of CENTO. It is gratifying to find how harmonious and fruitful our efforts have been. My only regret is that our time has been so short. I hope other meetings on this subject will be held and the work which we have begun continued.

Dr. Paul T. Luebke (United States of America)

There is really very little to add to what my colleagues have already said. I am very grateful that I have the opportunity of working here in Iran as an educational adviser and have found it very stimulating to discuss and plan a seminar on a subject with which I have been closely concerned for some years. It was a great privilege to be asked to participate in a seminar on the subject of adult literacy. At this Seminar we have discussed a vital problem, and if, as a result, action will be taken which will lead to an improvement of the situation in thir vital area, then we may consider that our time has been well spent.

Mr. A. Qutb (CENTO)

As a representative of CENTO, it remains for me to say how grateful we at the CENTO Secretariat are for what has been done at this Seminar. We are grateful to the Governments concerned and we are grateful especially to the Ministry of Education and the Department of Adult Education, Iran. How we have been looked after has already been praised by my colleagues here, and I am only going to add that I fully endorse their sentiments. Sitting here, listening to very erudite speeches from experts in the field, even a layman like myself realized the importance of the problems, and the results which might follow in the wake of this conference. Your recommendations, I assure you, will receive the utmost attention at CENTO headquarters and, of course, the Governments concerned will be apprised of your recommendations in due course. I trust they will find it possible to take proper notice of them. Much as I would like to, I regret that I am unable to thank everybody individually lest I should overlook any one. However, permit me to mention the name of Mrs. Mohamani, for she has taken so much interest in the organization of this Seminar. But for her tireless efforts, it would have been almost impossible to hold this Seminar so effectively and so successfully. I once againt thank you all for your kind cooperation.

H. E. Dr. Amir Birjandi (Iran)

I should say that the Seminar has been able to achieve its objectives namely "Identifying Problems in Respect of Adult Literacy Programmes" successfully. The proceedings of the Seminar has been satisfactory in respect of preparation of papers and plannings. The resources both in human and material - have been well pointed out. Problems have been properly and well identified. We mutually acknowledge that literacy is not an end to our problems in the region, rather a means with which we have to build up our people for a better living.

I hope that the Adult Education Department will be able to carry out the recommendations made by the delegates. My only suggestion is that we should take care not to let the expectations of the people rise higher than our possibilities.

Mr. M. A. Naghibzadeh, Director of the Seminar (Iran)

In this last session of the Seminar I would like to offer my thanks to all delegates, participants and observers who took part in the discussions. First of all I would like

Seminar participants visiting evening adult literacy training classes in Tehran.

to thank Mr. Qutb, CENTO Cultural Officer, for bringing us all together to share and exchange ideas on one of the most important problems of the region - illiteracy. I would like to thank organizations such as USAID, United States Information Service, British Council and UNESCO for their cooperation and help. I would like to thank Mr. Moss for his endeavour in keeping the minutes of each session and finally in preparing the report of the Seminar. Thanks are especially due to Dr. Paul Luebke for his close cooperation with my staff in planning the Seminar. I thank Mr. Rao, our UNESCO adviser, for close cooperation with my staff in planning and working for the Seminar. I would like also to thank my colleagues Mrs. Moheimani and Mr. Jahanshahi for their hard work and sincerity for setting up the Seminar. If it were not due to such an excellent cooperation and hard work of all of you we could not have had such an outstanding outcome.

I should say much effort and time has been put into this Seminar especially in respect of preparing papers on different topics of the agenda - "Identifying Problems in respect of Literacy Programmes".

At this last session I am glad to give you some good news. Just yesterday Dr. Birjandi, Education Deputy Minister, sent our department a circular letter in which it has announced that His Imperial Majesty the Shahinshah has ordered the Armed Forces officers to give part of their time to literacy programmes. Therefore, we are going immediately to plan accordingly to make use of these officers in literacy programme in Iran. This new plan will help to expedite our literacy programme objectives. Since each of you are either leaders or experts in literacy programme, I am sure that this new step which is taken in Iran might be of some interest to you and no doubt you will be glad to know it.

Once again I offer my gratitude and thanks to every one of you and wish you success in the secred campaigns we have all ahead of us.

Mrs. Esmat Moheimani, Assistant Director of the Seminar (Iran)

It is really very kind of you to say these things, but the credit is certainly not mine alone. It goes more particularly to Mr. Naghibzadeh who was the Director of the Seminar. I should also like to thank Dr. Luebke who helped throughout with the planning of this conference, and especially all my colleagues in the Department of Adult Education who worked day and night to make it a success.

CONCLUSIONS AND RECOMMENDATIONS OF THE SEMINAR

INTRODUCTION

Although it is true that there have been a number of conferences and seminars in the past devoted to the eradication of illiteracy and certain progress made in this direction, we are well aware that the effectiveness of future programmes will largely depend on the identification and solution of problems shared by the countries of the CENTO region. We are grateful, therefore, that a seminar has been organized by CENTO with the purpose of identifying these problems.

In reviewing the problems found in the regional countries, our discussion has been characterized by frankness, goodwill and a determination to pave the way for unilateral or multilateral action toward the total abolition of illiteracy in the area.

This report, and the recommendations it contains, are based upon the joint conclusions of the delegates from Turkey, Iran, the United Kingdom and the United States of America. It is a matter for regret that the third regional country, Pakistan, was not represented at the Seminar.

THE PURPOSE OF LITERACY

We believe that the purposes of literacy training in general may be claimed to be:

(a) to teach an individual to read, write and carry out simple number operations because these are useful skills in their own right;

(b) to help the individual through these skills to extend his knowledge and so add new stature to his personality;

(c) to give the individual a broader understanding of the contribution which he can make to society and of the benefits which he may obtain through social endeavor (in self-help schemes, village cooperatives and the like);

(d) to increase the economic potential of the unskilled adult and by so doing, the economic potential of the nation;

(e) to foster national unity by hastening the spread of a whole range of common values; and

(f) to give an opportunity through literacy training of serving others.

The aim of literacy programmes is to make men, women and children functionally literate; this is a relative condition dependent largely upon the conditions surrounding the individual. A person is functionally literate who has learned to read and to write and who lives in a community which is developed to the extent which enables him to utilize his skill in his day-to-day life. It is not our aim, then, merely to impart skills of reading and writing, because any literacy programme so limited in its purpose is foredoomed to failure. It is our purpose, rather, to impart these skills as part of an overall effort in social and economic development.

THE ORGANIZATION OF LITERACY PROGRAMMES

A literacy programme, embracing as it does a very high proportion of the populace, depends for its success upon a recognition of its wider social purpose. Only then will public enthusiasm and support be awakened and harnessed effectively in the struggle against illiteracy.

Not only should public opinion be roused with regard to the value of literacy; we believe that all efforts made by official and non-official organizations in this field need to be coordinated if they are to be effective.

National policy for adult literacy is primarily the responsibility of the Ministry of Education. This policy forms part of the overall programme of adult education, and we would stress that the department responsible for adult education is no wise less important than other ministerial departments. We are of the opinion that the Ministry of Education should be responsible - at both national and provincial level - for the coordination of all literacy programmes.

We have already stated that the aim of literacy programmes is to make men and women functionally literate, and we recognise the importance of effective working relationships between the Ministry of Education and other Ministries, such as those of Agriculture, Interior, Health and Labour. A successful literacy programme will be one which is based on such working relationships.

THE PLANNING OF LITERACY PROGRAMS

It is our view that while all decisions concerning the fundamental policy of literacy programmes is a matter for the highest level of authority, decentralisation and the delegation of responsibility is essential if this national policy is to be effectively implemented on a nation-wide basis.

We believe it of utmost importance that there should be continuous planning, efficient record keeping, and continuity of programming in the national literacy programme. We heard evidence of cases where there was complete lack of documentation on earlier literacy programmes, which had resulted in much wastage of resources.

THE NEED FOR FURTHER RESEARCH

During the seminar all delegates were conscious of the similarity of problems identified in the regional countries. In each there is a very high proportion of illiterate adults; there are insufficient funds for the task in hand; there is the same shortage of qualified teachers and school buildings; there is the difficulty caused by the fact that literacy programmes embrace the youngest and the oldest in the land; and that despite legislation which requires compulsory school attendance, large numbers of children must frequently be included in adult literacy programmes simply because they do not attend school for various reasons.

We believe that further research is necessary into problems which we have identified as affecting countries in the region. Among these we would mention: basic vocabularies; regional languages and the teaching of national languages; the evaluation of teaching methods and teaching materials; social attitudes toward literacy programmes; the status of the literacy teacher in the village community; and the economic aspects of literacy campaigns.

At the end of this report we make a specific recommendation with regard to the dissemination of materials of mutual interest.

We have noted that there is a continuing lack of satisfactory teaching materials, both basic and follow-up, at all levels.

We are of the opinion that there is the need for the development of institutions for the dissemination and demonstration of these materials.

The preparation of materials adapted to the needs and interests of illiterates is a specialised task. It is necessary to reiterate that any person entrusted with it must be professionally competent to carry it out.

In the light of the general shortage of teachers, teaching materials and schools, we consider that further attention should be given to use of the mass media of communication, particularly radio and television in literacy programmes. We make a specific proposal in this connection at the end of our report.

THE LITERACY TEACHER

We are in agreement that care must be taken in recruiting teachers for work in literacy programmes. While we have suggested earlier that the question of what the village and the villager expect from the literacy teacher needs investigation, we can say with certainty that he must possess the ability to adapt himself to, and identify himself with, the community in which he is to serve. He must be a person of tact, conscious of the very real desire for self-improvement that prompts the adult learner to improve himself and of the part which he can play in building up the confidence, not only of the individual, but of the whole community.

We must take steps to train the untrained, and refresh the knowledge of those who have been trained. We urge upon all concerned the necessity of providing minimum pre-service training for those about to take up literacy teaching, and also of providing continuous in-service courses for those already engaged in it.

THE NEED FOR CONTINUING SUPERVISION, EVALUATION AND IMPROVEMENT

Continuing supervision and evaluation is essential if the literacy training programme is to be fully effective; all programmes can be improved and made more effective in the light of a continuous process of evaluation. Although record keeping is important, the emphasis in supervision and evaluation must be placed on the improvement of the programme.

In the foregoing remarks we have identified some of the problems which we know to affect adult literacy programmes in the region. We would like to feel that the absence of any formal recommendation on many of the topics covered does not detract from their urgency. We have derived much mutual benefit from the discussions which we have held in Tehran, and we acknowledge the need for a continuing exchange of information and experience. Much has already been achieved by the dedicated worker in the field; we would like to think that we have performed some service in identifying a number of problems which still remain and suggesting various measures which might contribute to their solution.

OUR PROPOSALS

At the end of our discussions we wish to put forward the following proposals, which have been agreed by us unanimously:

(a) Believing that literacy programmes in one country can be greatly stimulated by information on the progress made by literacy programmes in other regional countries, we RECOMMEND that provision be made for the exchange of information, documents and literacy materials on a continuing basis.

(b) In view of the largely unexplored potential of the mass-media of instruction in literacy campaigns, we RECOMMEND that a further seminar be held to discuss the possible use of these media, particularly radio and television, in the effort to stamp out illiteracy.

(c) Conscious of the similarity of problems of countries in the region, we RECOMMEND an exchange of visits be undertaken on a regional basis between those actively engaged in adult literacy programmes.

(d) We RECOMMEND that, in view of its importance for the nations concerned, it is essential that a study be made of the role of adult education, including literacy training, in social and economic development; we RECOMMEND that it be made the subject of a later seminar, which should be preceded by preliminary research in the countries of the region.

CONCLUDING REMARKS

There can be little doubt of the value of the Seminar to all who have attended it, whether as official delegates or observers. We are grateful to CENTO for having made it possible for representatives from the four countries of Iran, Turkey, the United Kingdom and the United States of America to meet in this way and contribute, no matter how modestly, to the indentification of the problems of adult literacy programmes. We reiterate our regret that it was not possible for Pakistan to be represented at the meetings.

We are particularly grateful to our host country for having made us so welcome; the friendliness of this gathering and the optimism it has engendered, augur well for future cooperation and progress. Through the person of His Excellency, the Minister of Education, we would like to express our gratitude to all those Iranian colleagues, particularly those from the Department of Adult Education, who contributed in any way to the success of the Seminar. We are also grateful to the United States Agency for International Development, the British Council, and the United States Information Service for the assistance they have given.

APPENDIX A

AGENDA OF THE SEMINAR

CENTO SEMINAR ON ADULT LITERACY

"IDENTIFYING PROBLEMS AFFECTING ADULT LITERACY TRAINING IN THE CENTO REGION"

THE NATIONAL MUSEUM
TEHRAN, IRAN

November 16-21, 1963

- Tentative Agenda -

Saturday, November 16, 1963

FIRST SESSION 10:00-12:30

* Inauguration of the Seminar by H. E. The Minister of Education Dr. Parviz Natel Khanlari

* Remarks by officials of the participating countries.

* Introduction of Seminar delegates.

* Exhibit on Literacy Training in the CENTO Region

(Refreshments)

SECOND SESSION 14:00-19:00 (Chairman, Iran Delegate)

14:00 Purpose of the Seminar, Mr. H. A. Naghibzadeh, Director of Adult Education, Ministry of Education

Methods of Working at the Seminar, Mrs. E. Moheimani, Supervisor of Fundamental Education

Self-Introduction of Seminar Delegates and Participants

14:30 Papers: "Definition of Literacy"--Dr. Paul T. Luebke
"The Purposes of Literacy Training"--
Dr. Donald Burns

15:30 Visits to three urban literacy classes
(Plans include visits to a compulsory Army class,
to a women's class conducted by volunteers, and
to a class conducted by the Adult Education Department).

Sunday, November 17, 1963

THIRD SESSION 8:00-13:30 (Chairman, Pakistan Delegate)

8:00 Literacy Programs in Iran--Mr. M. Naghibzadeh

8:45 Discussion of Iran Program

9:45 Literacy Programs in Turkey--Mr. H. Sorinken

10:30 (Refreshments)

10:45 Discussion of Turkey Program

11:45 Literacy Programs in Pakistan--Mr. Rizvi

12:30 Discussion Pakistan Program

13:30 Dismissal for Lunch

AFTERNOON--Beginning at 15:30

Visits are planned to two villages to observe an adult literacy class conducted by the "Education Corps" (Sepah Danesh) and another conducted by the regular Adult Education Department.

Monday, November 18, 1963

FOURTH SESSION 8:00-13:00 (Chairman, Turkey Delegate)

8:00 Identifying Problems Concerning Organization and Administration

10:30 (Refreshments)

10:45 Identifying Problems Concerning Research and Statistics

13:00 Dismissal for Lunch

AFTERNOON--Beginning at 15:30: films on literacy

Tuesday, November 19, 1963

FIFTH SESSION 8:00-13:00 (Chairman, U.K. Delegate)

8:00 Identifying Problems Concerning Curriculum and Teaching Materials

10:30 (Refreshments)

10:45 Identifying Problems Concerning Language

13:00 Dismissal for Lunch

AFTERNOON--Beginning at 15:00

Visit to the Tomb of Reza Shah the Great, Golestan Palace, and the Crown Jewels

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Wednesday, November 20, 1963

SIXTH SESSION 8:00-13:00 (Chairman, U.S. Delegate)

8:00 Identifying Problems Concerning Teacher Selection and Teacher Training

10:30 (Refreshments)

10:45 Identifying Problems Concerning Supervision and Evaluation

13:00 Dismissal for Lunch

AFTERNOON--Beginning at 15:00: Tehran Sightseeing

EVENING--20:00 Dinner in honor of the Seminar Participants.

Thursday, November 21, 1963

SEVENTH SESSION 8:00-13:00 (Chairman to be elected)

Report on the work done and formulation of recommendations.

Concluding statements, votes of thanks, and closing remarks by H.E. the Undersecretary, Dr. A. Birjandi

13:00 Dismissal

AFTERNOON--Shopping, Sightseeing.

APPENDIX B

DISCUSSION GUIDES FOR THE SEMINAR SESSIONS

At the beginning of the Seminar each participant received a set of discussion guides which contained questions related to each of the topics to be discussed. Each discussion guide contained the following note: "The questions which follow are in no way intended to be an agenda or list of topics to be discussed at this session. They are intended, rather, to stimulate thought and to suggest the possible scope of discussions which might lead to the identification of problems which must be solved if an attack on illiteracy is to be successful."

A. Fourth Session—November 18, 1963—Indentifying Problems Concerning Organization and Administration

1. Should there be laws forcing illiterate adults to attend literacy classes?
2. Is it the responsibility of the Ministry of Education alone to provide for literacy training?
3. What advantages or incentives can be offered to illiterates to induce them to attend literacy training classes voluntarily?
4. Is it feasible to begin a literacy training program on a nationwide scale, or is it better to begin in selected areas? If the latter, what are the criteria for selecting trial areas?
5. If the total budget is inadequate, is it better to provide a minimum program universally in the interest of fairness to all, or is it better to provide an optimum program on a restreited scale? What are the advantages and disadvantages of each course of action?
6. Should literacy training programs be conducted by the central government, by provincial or local governments, or by private agencies?
7. Can one program serve all geographical regions of the country? For rural as well as urban programs?

8. Is it desirable for all interested agencies, governmental and private, to coordinate their activities into a single program? Is such action possible?

9. Should private organizations be permitted to carry on their own programs?

10. Can literacy training be a worthwhile end in itself?

11. Is it possible that literacy training might actually be harmful if not followed up?

12. What should be the relationship between literacy programs and national programs for economic and social development?

13. Who is responsible for providing a continuous flow of easy reading materials for new literates?

14. Is it desirable to have local councils which are concerned with literacy training programs? Can such councils be given responsibility for actually conducting local programs?

15. Who is responsible for the formation of local councils?

16. Should there be separate courses for various groups, such rural men, rural women, rural youth, urban groups, factory workers, soldiers, etc.?

17. What administrative structure is required for an effective literacy training program? What must be its relationship to various governmental and private agencies?

18. Are the three countries of the CENTO region similar enough that an "ideal" structure might be drawn up for adaptation within each country?

19. Do the existing administrative organizations of the Ministries of Education lend themselves to the conduct of effective literacy training programs?

20. Do existing administrative structures permit adequate budget and an adequate system of fiscal administration?

21. Can the central government provide sufficient financial means to carry on a nationwide program?

22. To what extent can and should the local community bear the expense of literacy training programs?

23. Should the illiterate himself be expected to contribute toward the cost of instruction?

24. What is the most effective and efficient means of providing adequate teaching materials for literacy classes?

Other questions:

Before Conclusion of This Session --

(a) Develop definitive listing of the most important problems concerning organization and administration which affect literacy training programs in the CENTO region.

(b) Determine what recommendations, if any, should be made to CENTO on this topic for transmittal to the member countries.

B. Fourth Session--November 18, 1963--Identifying Problems Concerning Research and Statistics

1. What do we mean by research? Must research be highly technical, carried on only by highly skilled specialists, or can the ordinary teacher carry on research?

2. Who should decide what research is necessary and desirable? Who should be responsible for planning and designing research activities?

3. Who should carry on research concerning literacy? Who should pay for research?

4. In the absence of adequate budget, can research be dispensed with as desirable but actually unnecessary?

5. Is there a danger in developing programs which have not been based upon careful research? Is there danger in putting too much emphasis on research?

6. Can research carried on in one country be used as the basis for action in another?

7. Is it feasible to develop research facilities on a CENTO region basis? Can a coordinating group be set up to facilitate dissemination of research finding within the CENTO region?

8. Would it be desirable to have one or two experts from each CENTO country tour the region to carry on more detailed study of problems?

9. Are we familiar with the basic attitudes of villagers toward change and modernization? Do we have any idea of the aspirations of illiterate villagers?

10.

10. How can we obtain reliable information concerning the attitudes and the aspirations of villagers?

11. Do we know the language--the vocabulary, the idioms, regional differences--actually spoken by illiterates? How can we get information on the language?

12. Who is qualified to carry on linguistic research? Is such research necessary?

13. Do adults learn in the same way as children? Do we know and understand the psychology of learning?

14. Are there problems of coordination between the Ministry of Education and other agencies, such as national planning groups, which carry on developmental research?

15. How can we determine the optimum length of course for adult learners?

16. How can we determine whether our primers and readers are doing the job they are intended to do?

17. Of what value are statistics concerning the extent of illiteracy?

18. How reliable are census data concerning literacy? Ministry statistics?

19. What do we mean when we say that a given per cent of the nation is illiterate? What is a functional

definition of "literacy"? Can a definition be universally applicable?

20. Is it possible to obtain reliable statistics? If so, how?

21. Should detailed statistics be in hand before initiating a literacy program?

22. Should actual statistics be kept secret?

23. Can statistics show a decrease in the percentage of illiteracy when there is in fact no actual improvement?

24. Should there be a central clearing house for statistics for an entire country?

25. Would it be feasible to establish a central clearing house for statistics for the CENTO region?

Other questions:

C. Fifth Session--November 19, 1963--Identifying Problems Concerning Curriculum and Teaching Materials

1. Should a literacy course include more than instruction in reading and writing?

2. Who should determine the content of the curriculum? Should agencies other than the Ministry of Education be involved in curriculum planning?

3. What should be the relationship between the curriculum and national development plans?

4. Can an effective curriculum be developed if the national development plans are not concerned with literacy training or with the role of a literate public?

5. Should the curriculum devote itself exclusively to the task of reading and writing or can reading materials also be used to teach "content"? If the latter, at what point in the course can it be assumed that reading skill is sufficiently developed so that the readers can include "content"?

6. What part should such activities as story telling and discussions play?

7. Who is qualified to prepare primers and readers and other teaching materials? How can qualified writers be found? How can they be trained?

8. How should writers be paid for their work?

9. Who should publish teaching materials;-the national government, local government, private interests, or others?

10. Should there be a national center for the preparation of teaching materials?

11. Would it be feasible to have a CENTO regional center where basic materials could be prepared for adaption by each country?

12. What role should foreign advisers play in the preparation of teaching materials?

13. Can primary school materials be used in adult programs?

14. What is the best way to insure that the new literates have a continuing supply of reading material available which is at their reading level?

15. How can an effective library service for villages be set up?

16. What kinds of materials are useful and usable in village libraries?

17. How can blackboards, bulletin boards, and other audio-visual aids be made available to village literacy classes?

18. In view of the high cost of equipment and of production of materials, is it feasible to have movies, slides, and filmstrips in a literacy training program?

19. Is it feasible to use films produced in one country in another if sound tracks and captions are changed?

20. How can radio be used in literacy training? What is involved in preparing useful radio programs?

21. What qualifications are necessary for radio script writing and program producing?

22. Is it feasible to think of television for literacy instruction? How can remote regions be reached by TV?

23. Would it be possible to carry on research in the CENTO region concerning the feasibility of using radio and television for adult literacy training programs?

24. Could the basic format and content of radio and TV programs be prepared in a CENTO regional center and then adapted for use in each country?

Other questions:

D. Fifth Session--November 19, 1963--Identifying Problems Concerning Language

1. Should all literacy training programs be conducted in the official language of the country?

2. If people of an area do not speak the official language, should they be instructed in both the mother tongue and the official language?

3. To what extent should people who do not speak the official language be instructed in speaking the language before instruction in literacy begins?

4. Is it necessary for the teacher to know the learners' mother tongue in order to teach reading and writing?

5. How important are frustrations which speakers of minority languages experience in learning to read and write the official language?

6. What incentives can be offered to become literate in the official language?

7. Is it desirable for teaching materials to take cognizance of dialects?

8. Should the teacher speak the same dialect as the learners? Should the teacher speak the "pure" l-

8. Who should train literacy teachers in programs conducted by departments other than the Ministry of Education?

9. What duties besides teaching adult classes does the teacher have? What training should he have for such duties?

10. Is it true that an untrained teacher is better than no teacher.

11. What implications are there for teacher training if a program of literacy training by means of radio and/or TV is adopted?

12. Who is qualified to be a teacher trainer?

13. What program of inservice education should there be for adult literacy teachers? Who should conduct inservice training?

14. What is the relation of inservice teacher education to supervision?

15. Would it be feasible to consider a CENTO region teacher training facility?

Other questions:

F. Sixth Session--November 20, 1963--Identifying Problems Concerning Supervision and Evaluation

1. What is the relation between inservice teacher education and supervision of the program?

2. Who is qualified to be a supervisor of adult literacy programs? What must be his training? His experience background?

3. What is the purpose of supervision? (Record-keeping, or improvement of the overall program?)

4. Is it necessary for the supervisor to visit every class on a definite schedule? What should the visit accomplish?

5. What records and reports should the supervisor keep?

6. How should the supervisor be transported to the various villages? Is transportation of urban supervisors a problem?

7. How is a program of supervision to be organized and administered?

8. What do we mean by "evaluation" of adult literacy programs?

9. Who carries on an evaluation program? The teacher alone, the supervisor alone, the research department, or some combination of one or more of these?

10. What is the relationship between evaluation and supervision? What is the purpose of evaluation?

11. Is it correct to say that a measurement of the extent to which new literates use their new skills in day-to-day life is the best evaluation? If so, how can such evaluation be done?

12. Would it be feasible to consider the setting up of a CENTO region center for training teachers and supervisors?

Other questions:

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